

THE NEED ANALYSIS OF PARTICIPATION IN AN ENGLISH IMMERSION VILLAGE AT *KAMPUNG INGGRIS PARE*

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Abstract

The privilege of English as an international lingua franca forces many countries to open a wider opportunity for society to learn the language. However, the unbalance demand between societal needs and the role of English as a foreign language in Indonesia sometimes finds the obstacles in the process of learning. This paper reveals the learners' initial perception of English and analyzes the need for participation in an English immersion program. 24 participants from six English institutions contributed to this qualitative study. The data collected through participant observation and semi-structured interviews for three months in *Kampung Inggris Pare* (KIP), Kediri, East Java, Indonesia. Most of the learners had a negative perception of English before participating in this immersion program that they perceived this language was difficult. This perception is associated with negative experiences during the process of learning English at school. However, their awareness of low self-confidence and poor speaking performance in facing globalization invited them to participate in an English immersion village in KIP. This paper concludes that the necessities, the lacks, and students' desire underlie the need analysis of participating in an English immersion program in KIP.

Keywords: English Immersion village, *Kampung Inggris Pare*, Foreign Language, Perception, Experience.

INTRODUCTION

English has fulfilled the requirement of being an international lingua franca that could be globally intelligible (Crystal, 2006 as cited in Dewi, 2013), mastering English is very essential. The power of English is demonstrated by the ability of this language to bridge thousands of different languages in the world. Thus, the information across the countries could be delivered. By mastering English, people from different countries can communicate, interact, and work together.

In Indonesia, English is considered as a foreign language. It is studied in an environment where it is not commonly spoken in daily interaction and the use of

English is restricted. This situation results in an unbalance between the societal needs in facing globalization and the role of English as a foreign language. Therefore, the acceleration of English language acquisition as expected found many obstacles.

Bailey (2003, p.48) states that learning speaking skills are very challenging for students in Foreign Language context because they do not have big opportunities to use the target language outside the classroom and results in the learning process of this skill is difficult. Moreover, the most felt impact by adopting English as a foreign language was the implementation of teaching and learning in public schools (Yusni, 2013). There were

many problems found even though the government had obligated that English should be taught as a compulsory subject in secondary schools to the university levels.

Panggabean (2015) reported the way English is learned and taught bears burden. Even though the grammar-based approach since the 1980s has changed into functional use approach in the Indonesian English curriculum, teachers still teach English with the grammar-based approach followed by pronunciation and intonation they think it corrects despite that they do not know exactly the correct ones. Consequently, teachers fail to create a communicative, comfortable and fascinating atmosphere of learning and teaching. Because of it, many students find it difficult to learn English. In addition, they felt English is the most burden subject in formal schools. Thus, the complaints on how English is learned and taught as well as limited time allotted for English subjects emerged and mounted up.

Behroozizad, Nambiar & Amir (2012, p.36) emphasize that traditional classroom culture does not provide an opportunity for students to produce and develop English language learning strategies in the process of communication because students have less chance to talk about their learning processes and experiences and result in them highly passive and dependent on the teacher. And consequently, the secondary school graduates leave the low ability in speaking performance as Rabia (2015, p.2) highlights that despite English has been taught and used for many years in the Indonesian school, the outcome still has not satisfied because very few of graduating students are able to communicate well. Therefore, she identifies that many people feel learning English in formal school is not enough. This case implicitly explain that students may need a different method or environment that can stimulate them to use English as the tools for communication.

Indonesia has one famous English village named *Kampung Inggris Pare* (KIP). The existence of more than a hundred English institutions supports to create an environment

where learners can practice English in daily interaction. The facilities and learning designs are suitable for experiential English learning. As Morris & Lankshear (2015, p.4) highlight English villages are rich environment of language learning facilities for simulated language tasks which integrates aspects of foreign culture with language teaching and experiential classes in which learners are able to interact in English outside of the classroom, and likely offer substantial opportunities for transactional authenticity, for example when shopping, using the hotel facilities and using the restaurants in English.

KIP is a kind of English immersion program. This program is really different from the existing conventional method that more emphasizes to the grammatical rules. It drives meaningful and interesting communication according to the needs in the classroom. When the students try to use the language productively, the teachers let them speak as much as possible. Error correction is given after the process of conversation if necessary, and it sometimes tends to be indirect (Genesee, 1985). It aimed to keep the students' self-confidence and reduce anxiety when speaking.

KIP has been established since 1977. Every month, it engaged hundreds or even thousands of learners across Indonesia. This reality interests me to investigate whether or not these massive learners have the same initial perception and experiences of English before coming to KIP. Then, what makes them participating in this kind of immersion program necessary even though they have learned it in formal schools.

LITERATURE REVIEW

The literature review presents the issues and theories that support the concern of the research. The discussion of the immersion program, English village, KIP is going to be the main point in this review.

Immersion Program

Second language Immersion programs were first originated in the 1960s in Quebec, Canada. This approach was implemented to

respond to the concern of English speaking parents. They campaigned their children should be taught French through the experimental technique of language immersion. Because the running traditional methods were not providing their children with communicative competence in the French-speaking community (Genese, 1985). Language immersion is a communicative approach to second language instruction where the daily curricular activities are conducted in a second language. This process reflects the essential situations of first language learning and at the same time responds to the special needs of second language learners (Curtain, 1986 & Ganese, 1985). Unlike more traditional language teaching programs in which the language is taught as a subject to be learned, language immersion focuses more on the medium and tool of instruction. In other words, language acquisition is merged with cognitive instruction.

The design of immersion programs which are able to integrate the second language study into the pattern of the normal school curriculum easily (Curtain, 1986), drives this approach grown rapidly in every province across Canada to offer French programs (Roy & Galiev, 2011). Then, they spread to some of the places in the United States. However, the immersion programs provided in this country are not only French but also Spanish and Germany (Kim, Hutchison & Winsler, 2015). The first immersion program was in Curer City, California, in the fall of 1971, followed by other places such as Milwaukee and Cincinnati (Curtain, 1986). After growing in the Western Countries, these immersion programs also disseminate in some ESL and EFL countries such as South Korea, Japan as well as Indonesia as the alternative approaches to successful functional English language acquisition for learners.

Many countries have felt the positive impact of the immersion program. This approach supports the acceleration of second language acquisition, especially in EFL countries rather than attending language

institutes, international schools, private tutoring or studying abroad that commonly fails to produce the desired linguistic proficiency as well as quite costly in terms of time and money. Some of the previous researchers (Deveau & Bang, 2004; Park, 2006; Jeon, 2012, Barimani, 2013) have found that Immersion program has a positive influence on the students' English competence.

Johnson and Swain (1997) summarize eight core features of immersion programs, they are: a) the L2 is a 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 largely 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.

English Village

Two types of immersion programs stated by Park (2006), namely a bilingual and intensive EFL program. English immersion is classified as a bilingual education program because it uses both first and second languages as media of instruction. This kind of immersion program is found only in a few prestigious private elementary schools and special-purpose middle and high schools. A few are also providing in public elementary schools, but they only offer a limited version of program length, student population, and a number of subjects. While English immersion is classified as an intensive EFL program because only English is taught. This kind of immersion program is generally provided in private language education institutes and English villages.

According to the problem revealed before, the English village provides an immersion style of language learning program for students to learn English (Trottier, 2008; Chang, 2010) in an authentic and more real-life experience. It is a rich environment of language learning facilities for simulated language tasks that integrates

aspects of a foreign culture with language teaching and experiential classes in which learners are able to interact in English outside of the classroom, and likely offer substantial opportunities for transactional authenticity (Morris & Lankshear (2015). Hengki (2017, p.4) also states that the English village is an English zone designed particularly for accelerating the teaching and learning of speaking skills. All learners and tutors have to speak English, join the program from morning to the middle of the night and stay at the zone for certain days or a week. English village also offers a similar environment that learners might experience in a foreign country (Park & Oxford, 1998; Chang, 2010; Lee, 2011; Morris & Lankshear, 2015). From these researchers' viewpoints, it is concluded that English village is an English learning environment where ESL/ EFL learners and teachers come from different cultural backgrounds that prepares facilities, design circumstances and experiential English learning in their communication at the classroom or out of classroom interaction.

In ESL/ EFL countries, the implementation of English immersion villages is slightly different from western countries, even though they have a similar goal to immerse students in an environment of second language use. The curriculum heavily concentrates on learning English, not other content areas, such as mathematics and science, through the medium of English (Ahn, 2015). In Korea, the situation and buildings design of most English villages seem like in English countries. They provide Life Experience Center which consists of topic-based residential corners and simulated tour-related corners such as immigration, hotel information, stores, and restaurant; Cultural Experience Center including Art Performance Center and English library; Virtual Experience Center; Administration and Education Center which hosts Self-access learning center and English Camp; English Park including thematic miniature park, free conversation zone, and networking walk; and Dormitory & Foreign faculty housing (Park, 2006).

Unlike South Korea, Japan's English village's architectural design is a unique building that consists of three floors which have different functions. The entrance is designed seems like an airport terminal building to make students feel that they will start their overseas journeys. The second floor is divided into attraction and active immersion areas that consist of three different zones; 1) a travel zone contains a pharmacy, a travel agency, and a fast food shop, 2). a hotel zone includes a hotel, a grocery store, and a clinic, while 3). an airport zone includes a mock-up of the inside of a passenger aircraft, a restaurant, and a souvenir store. There is also an active immersion area which is divided into four conventional classrooms and a Kids' zone. On the highest floor, students can find a science and research lab, a craft lab, two tech/ media labs, a gymnasium, a cooking studio, and a Japanese culture space (Bourke, 2018).

Indonesia has also one famous English villages. However, this immersion program is extremely different than English Village in South Korea and Japan. The buildings seem like other buildings in Indonesia, nothing special with the construction of buildings. The tutors are not English native speakers but more than a hundred institutions in Pare provide various kinds of teaching methods which makes students more comfortable learning English than in other places. Every month, hundreds or even thousands of students who are from across Indonesia come to Pare. These conditions support the environment of the English zone where students are able to practice the language out of the classroom interaction.

According to Trottier (2008), most English Village learning involves a variety of semi-structured, project-based activities, a number of other, more entertaining activities are designed to enhance participation in the L2 as a result of a more relaxed, non-threatening learning environment. In addition, EV activities are designed around five specific objectives that find their support in the SLA or FLA literature: they must be entertaining, interactive, age-appropriate,

comprehensible and educational (Sohn, 2006 cited in Trottier, 2008).

KIP

Indonesian English Village named *Kampung Inggris Pare* (KIP). The name of KIP is from the Indonesian language which literally translated as the English village of Pare. The name is not based on the native English speakers who live in this village or the buildings' architecture which were designed as models found in the English countries. However, this place is a fully running community as just like other villages in Indonesia which are regulated by the local government. Unlike most English villages in other countries that are organized by one institution, KIP consists of more than 150 English institutions (Rasyad & Riyanto, 2018). These institutions have their own characteristics and ways to organize their management.

KIP is located in a suburb of Pare, Kediri, East Java, Indonesia. It was first pioneered by Mr. Kalend Osen in 1977 by establishing the first English language institution name Basic English Course (BEC). Students who were graduated from BEC also established other institutions around BEC with different names. Some owners of institutions were not the students of BEC, but they were local societies or out of Pare who graduated from English major in some Universities across Indonesia. They were interested to establish English institutions around BEC after acknowledging the success of this institution. The massive number of these English Institutions naturally creates an English-speaking environment (Ilhamulloh, 2019). Thus, the number of English language institutions that increase rapidly from year to year finally forms an English immersion village. The massive number of these English Institutions create a natural English-speaking environment (Ilhamulloh, 2019).

Even though the reality shows the different institutions compete to provide a high quality of teaching method and learning environment, indirectly they collaborate to

give their best service in order to maintain the existence of KIP. They also offer relatively affordable fees compared to institutions outside of KIP. In addition, the learners are flexible to choose their course's schedule, frequency and choice according to their needs, interests, and goals in a suitable time.

KIP is a community of English language institution based on a nonformal education model which combine school and experiential learning method. When enrolling one period of the program, the learners join the class for two weeks according to the curriculum of the institution. In the process of learning, the learners are taught English indoor or outdoor. So the learners can enjoy the learning process and will not bored. After leaving the class, the learners can practice English with friends in their dormitory (English camp) or with the local society around them. It makes why KIP indirectly provides experiential learning.

To study English in KIP, students from across Indonesia have to stay at least one period (two weeks). They are able to choose to stay in the English camps provided by the institutions or in boarding houses rented from local communities. Most English camps are supervised by one tutor who lives together. They have a routine schedule of learning usually in the early morning and in the evening. Most English camps have strict rules and all the students have to speak English 100% in the area. As Ahsanau, Febriansya & Handoyo (2014) finds that the English camp is effective and can be used as an alternative method in English learning particularly speaking.

The other effects of participating in intensive English learning in KIP are revealed by Saadillah (2015). She mentions some interesting aspects that make KIP different from others, they are motivating activities, class atmospheres and intensive hours of learning. It is an alternative solution to solve the weakness of English teaching to learn English and it can also develop students' pronunciation, vocabulary, grammatical understanding, and language experience and give a good contribution to

English learners (Karmala, Kristina and Supriadi, 2018). In addition, the students were being more active and critical in thinking, confident in delivering their opinion, compactness, and cared to their surrounding environment (Fitriyah, 2017).

RESEARCH METHOD

This research will be represented in qualitative research design through participant observation. It is explained that Qualitative research has the purpose to understand the nature of phenomena, and is not necessarily interested in assessing and quantify the dimension and distribution of phenomena. Connected to this, participant observation is one of the methods in collecting the data to achieve this kind of understanding in natural settings by ethnographers who observe the common and uncommon activities of the people being studied (DeWalt & DeWalt, 2011, p.2).

Research site and Participants

The study was conducted in Kampung Ingggris, Tulungrejo and Pelem Village which located in a suburb of Pare, 27 km from Kediri City. It was held for three months. The researcher used purposive sampling to choose the participants or sites that can best help her to understand the phenomenon. The participants consisted of 24 learners of six English course institutes in KIP, which are famous for its' speaking program (Mr. Bob, the daffodils, Kresna, Ella, Global English, and Peace). The courses were chosen as the result of the researcher's preliminary study, casual talk and interview from pioneer's consideration, the head of Forum Kampung Bahasa (FKB)'s information, learners' experiences and internet source. Thus, according to these sources of information, the researcher decided to choose those six English courses.

From 24 learners, 2 learners were around 16-18 years old, 7 learners were 19 – 22 years old and 15 learners were more than 23 years old. This type of age classification was made by the researcher to more easily determine and guess the level of formal education of

participants. To protect the identities of the learners' initial perception as the participants whose names were not allowed to be mentioned, the researcher used the term 'participant' and abbreviated of each participant by code 'P' from P1 – P24. In addition to these 24 participants, the study involved the pioneer of KIP, head of Forum Kampung Bahasa (FKB) and tutors of English courses as the key informants to support the data.

Data Collection and analyzed

In collecting the data of this study, the interview that was accompanied by participant observation was conducted to describe qualitatively the need analysis of participation in an English imersion program of KIP. In conducting the interview, the researcher applied face-to-face semi-structured interview. While, in holding the observation, the researcher directly immerse to the participants' daily life to capture their physical environment, participation, activities, interactions, conversations, and behavior.

To avoid communication errors, the data were collected and gained through participants' first language. However, the results were translated and reported in English. Actually, all the respondents answered all the questions asked in the interview, nevertheless because of limited space, only salient and insightful responses were reported or they were reported in the form of the conclusions of all responses. The techniques of data analysis through data reduction, data display and conclusion or verification.

FINDING AND DISCUSSION

The result of the present study consist of some parts, demographic data of participants, the need analysis of participating in an English immersion program and future recommendations. The core findings of the research are followed by a discussion with some related references to build up the ideas as found during the study. While future recommendation describes the recommended

ideas by highlighting the result of the analysis between study findings and previous studies as related references.

Demographic Data of Participants

From the total number of participants, participants came from different parts of Indonesia, 11 were from Java, the island of KIP. Three participants were from Sumatra in the west part of Indonesia, five were from Sulawesi and three were from Kalimantan where located in the middle of Indonesia. And two students came from a small island in the eastern part of Indonesia. These participants represented different cultures in Indonesia.

There were 15 males and 9 females who participated in this study. This gender data seems to reveal the condition that there are more men than women. The selection of participants is not based on a total comparison of men and women as a whole. However, the researchers selected the participant process to occur naturally. They are anyone who is a researcher's classmate and is willing to be a participant. Two participants were 16-18 years old, seven were around 19-22 years old while 15 students were around 23-28 years old. Three participants were students at University, seven were employees and 14 participants were not tied to one institution which some of them were graduated from high school and some were graduated from universities.

Based on the students' initial experiences in learning English, 17 were taught since studying at elementary school, six were first introduced in Junior High School and one student started his initial learning in Senior High School. Even though most of the students have learned English early, however, no one concerned to practice their speaking ability in schooling. The data presented that 16 students were taught grammar and five were given reading text in every meeting. The students reported that their teachers really depended on the textbook. In addition, two participants focused on writing skill and one student said

he used to study at a language laboratory to listen to native speakers' conversation.

From 24 participants, most of them have taken English courses in private institutions in their city. From 18 students, three of them experienced more than a year and 15 learned less than a year. But, there were still six participants who have never enrolled in an English course before.

The Need Analysis of Participating in an English Immersion Program

The discussion on the needs analysis of participation in an English immersion program at KIP was preceded by investigating the essential information about participants' perception of English before participating in this immersion village. Based on interviews supported by observations, the researcher found 17 participants have a negative perception of English before going to Pare. It is reported that all of the participants have a formal educational background and this negative perception is strongly influenced by their English learning experience in school.

6 participants confirmed that they learned English since Junior High School (P2, P3, P5, P9, P13, P22), and the others reported that they have studied since they were in elementary school. However, it was found one participant just got to know English subjects in Senior High School. Below is a conversation transcript with P19.

R: How long have you been studying English at school?

P19: The first time I faced an English teacher in the classroom was when I sat in the first grade of Senior High School. Nevertheless, it does not mean that we did not have an English lesson schedule at school. Our village where is in remote areas has prevented all access and one of them is the procurement of English teachers in schools. So, an English subject should be replaced with other subjects according to the available

teachers' capacity. At the advanced level, Senior High School, I saw the assistance teacher was brought from the city's school and I learned English for the first time at that time. However, the meeting was not routine according to the schedule.

Participant P19 is from Ambon, the small island in the eastern part of Indonesia. His above response explains to us that the education facilities and infrastructures in Indonesia are still not distributed well between cities and remote areas, which automatically have an impact on the uneven quality of education.

Although this study found there are still students who are tardy to be taught English in this globalization era, nevertheless it is only in a small percentage. Most of the participants, 17 learners have learned English in a long time, which was started from their elementary school. However, the next question that needs to be explored is whether or not learning English informal schools have been able to make learners successful in communicating using this foreign language.

Responding to this question, 17 participants answered "no" and the others said "yes". These 17 participants had a negative perception of English based on the experience when learning this language as one of compulsory curriculum in school. P18 who was graduated from business administration revealed.

At high school, the teachers taught grammar every meeting and we memorized the grammatical structure of sentences given. After that, we practice to write a sentence. This may be one of the factors causing my cramped paradigm regarding the main nature of learning English for communication purposes. My failure in a job interview test a few months ago made me realize that English is needed for oral comprehension.

English teachers in Indonesian schools, directly or indirectly, will have a significant influence on the success and failure of their students. One example is the experience felt by P18. This learner expressed his point of view that the material given by the teacher is the thing that most significantly affects students' success rates.

Panggabean (2015) reported the way English is learned and taught bears burden. Even though the grammar-based approach since the 1980s has changed into functional use approach in the Indonesian English curriculum, teachers still teach English with the grammar-based approach followed by pronunciation and intonation they think it corrects despite that they do not know exactly the correct ones. Consequently, teachers fail to create a communicative, comfortable, and fascinating atmosphere of learning and teaching. Because of it, many students find it difficult to learn English.

Based on the result of interviews, the problem is also found from teaching based on reading text. In this type of teaching method, the English teachers emphasized students to read the texts and answer questions according to the content of the reading text. P1 stated his opinion that

Reading text-based learning is very useful for training students' critical thinking skills because we must focus on reading to be able to interpret and look for answers that match the questions. Nevertheless, this activity is monotonous. The time was only wasted on translating the whole reading text by the teacher and it was followed by answering questions in writing form according to the contents of the reading. The teachers only help to interpret the text and ask the students to answer the questions and then discuss them together.

The emphasis on the above learning perspective is teachers teach material by referring only to the book's instruction. Consequently, it fails to create a more varied,

creative and communicative atmosphere that produces the monotonous and boring learning process. The teachers' method of using reading texts can actually be a mediation of students to increase English vocabulary, but this will be effective if the teachers can use the situation to more often train students to use it orally by arranging sentences or conversations related to the context of daily life. Thus, even though the grammar used by students may still not be neatly arranged, but at least they are accustomed to speak. Yusni (2013) highlights as English developed to be a foreign language in Indonesia, English has never been widely spoken in Indonesian society. Thus, teachers must be able to create a communicative atmosphere in the classroom so students can maximize their opportunities to practice using this foreign language because in out of the classroom, students will find a difficult situation to practice.

After investigating the implementation of English teaching and learning in schools, the researcher wanted to see the results of previous learning experiences by asking whether or not they had known and applied the right learning strategies. All of the participants confessed they did not have a special learning strategy to improve their English, especially for speaking skills. The previous experiences that have been discussed about the traditional teaching method applied most of the participants' English teachers are indicated as having a relationship and impact on the students' ability to choose the best way to learn English.

Participants' perceived that most of their schools did not facilitate them to practice English in which the teachers, friends, and people around these participants never talk English to them so English has no function in their daily life. This reality is supported by Behroozizad, Nambiar & Amir (2012, p.36) who emphasize that traditional classroom culture does not provide an opportunity for students to produce and develop English language learning strategies in the process of

communication because students have less chance to talk about their learning processes and experiences and result in them highly passive and dependent on the teacher.

Furthermore, an equally essential investigation is asking what participants' perceptions about their speaking performance that is accompanied by direct classroom observation at the beginning of the meeting. This closed-ended question has only three answer choices; 1) still low, 2) medium and 3) already high. From 24 participants, no one answered "high", 6 learners (P4, P13, P14, P21, P22, P24) responded "medium" and others felt their speaking performance was still low. Nearly all participants who felt dissatisfied on learning English in formal schools stated their perceptions of English performance were still low, except P21 and P24. Both reported that they had previously attended an English course for more than 6 months. Therefore, they have an extra time to learn English aside from the school. However, they need more intensive English learning where can only be found in KIP. On the contrary, P17 who felt her speaking performance was poor said

I appreciate the sincerity and high enthusiasm of my teachers in teaching English to us. However, the large number of students conjured up the classroom situation to be very crowded that made me unable to fully concentrate.

Teachers are not the only one who plays a role in the success of teaching and learning activities. To support the establishment of this success, the surrounding conditions are also important. As stated by P17, the exceeding classroom capacity is not conducive to learn because it is very noisy. This problem is not only complained by students, but also by teachers. As reported by Abrar (2016), one of the challenges faced by EFL primary school teachers in Kuala Tungkal, Jambi, Indonesia was over-crowded English classes consist of approximately 35-38 students in a classroom.

The other reason argued by P9 who was graduated as a Master of management. He echoed:

At school, I had never realized that English is necessary. I thought that it needs only to master the national language, I can survive in my own country. All the teachers who had taught in my class were very diligent. However, this primitive principle made me indifferent to English lessons. Sometimes I just copy my friends' assignments. As a result, even though I have studied English for a long time, nothing has been recorded in my memory and of course, my English score was bad. I just realized the importance of English when I was graduated from a bachelor's degree. When I wanted to continue my study, the destination campus turned out to require the value of English language skills like TOEFL or IELTS. I have also taken a job test in which the interview was English.

As English has been recognized as a lingua franca, it functions as a medium of intercultural and international communication across lingual borders in modern everyday life. Todorova & Todorova (2018) share the illustration of the importance of English in the world provided by the British Council 1) English has official or special status in at least 75 countries, with a total population of more than two billion; 2) one out of four of the world's population speak English to some level of competence; demand from the other three quarters is increasing; 3) more than two-thirds of the world's scientists read in English; 4) three-quarters of the world's mail is written in English; 5) 80 percent of the world's

electronically stored information is in English.

In the early stages of observation in KIP, researchers investigated classroom activities in these six English courses. The first meeting began with self-introduction. The introductory method applied most of the English courses here is the voluntary method. The tutors expect the learners to have the confidence to speak, and those who want to introduce themselves are welcome to stand and speak according to their style. However, new learners rarely use this opportunity. They looked worried and did not show the courage to speak. As a result, the tutor must appoint them one by one. Moreover, of course, this second strategy successfully makes them speak without exception. In addition to getting to know each other, the purpose of this introductory session is to see the learners' initial abilities that will be used as a basis for measuring the learners' development at the end of the meeting.

That reality revealed that the problem found by tutors in the English village was not only a lack of speaking performance but confidence. One of tutor revealed that there are two types of reasons that explain the condition of students being reluctant to speak, namely they have low speaking performance or they have no self-confidence to express their ideas. These two conditions are a result of their negative perceptions of English before participating in KIP.

All of the learners in KIP have a high motivation to learn English. Even though they sometimes find themselves in the low self-confidence, whether they meet new friends or they are in the first meeting of one program, the researcher saw learners are very enthusiastic. Besides being in class, they also naturally communicate using English outside the classroom. Therefore, there is no time limit for them to learn and practice what they get in class.

CONCLUSION

English has fulfilled the requirement of being an international lingua franca, thus mastering English is very essential to be able

to take a part in the world's interaction. These features of English force the Indonesian government to find some solutions to introduce this foreign language in the wider society. One of the efforts conducted is by setting English as compulsory subjects at formal schools. However, the expected results are not in line with reality. This study finds that most participants were not satisfied with the English learning they got at school.

There were several factors become obstacles in its implementation. According to the investigation, teachers in schools still adopted traditional teaching models. Teachers taught grammar material or reading texts in every meeting. They only relied on book instructions and the teachers had a very important role. This situation was considered failing to create communicative language learning as expected. Besides, crowded classroom environment, inadequate and uneven English teaching facilities and infrastructure and lack of opportunity to practice outside of the classroom also became the problem.

The above case resulted in the negative initial perception of English. The students perceived that English was difficult. Some students ignored this compulsory subject. As a result, students had poor speaking performance and low self-confidence. This traditional teaching approach also seemed to influence the narrowness of the student's point of view. They have just realized the importance of English after graduating from high school and failed some examination. All participants need English to reach their ambition and goals. Because English is a skill that is required in all aspects of life. As state by Todorova & Todorova (2018, p. 335) "without language (as a means of communication), globalization would have been impossible".

From the above series of investigations, the necessities of English, the lack of speaking performance, and the desire to get the ambition underly the need analysis of participating in an English immersion village in KIP. The learning environment in KIP which differs from the teaching system in

schools attracting students to participate in an English immersion village.

Future Recommendation

Regarding the findings and discussion of this study, some recommendations were proposed. Firstly, in the implementation of English language teaching in schools, evaluations are expected to involve students, teachers, and policymakers to find common ground that is targeted by the government, the students' expectations and needs, and problems found in the implementation. Secondly, the existence of KIP is expected to continue to be preserved and receive more attention from the government, e.g road access, security, facilities, etc. Thirdly, all education actors can work together to create other English villages or similar English learning community throughout the Indonesian territory so they can accommodate learners who want to gain additional English learning. This recommendation was proposed as an attempt to accelerate the process of accepting English, which might change the position of English as a second language in Indonesia

Limitation

This study has some weaknesses in terms of the length of the investigation, dynamic time and condition, and participants. For the length of the investigation, it needs more time to stay in the research site to be able to report the whole exploration about the process of English language acquisition there. Besides, a longer time is also necessary to observe the learning process that takes place in formal schools so the researcher can make comparisons in accordance with the results of direct observation at school and KIP. The second weakness is related to dynamic time and condition. The participants shared their English learning experience some years ago in which the condition may have changed when this study is reported. And the last limitation is related to the participant. After learning the results of interviews with learners in KIP regarding the conditions of

English teaching in Indonesian schools, interviews should also be conducted with English teachers in formal schools. Therefore, further research is expected to involve teachers to confirm the problems they face in teaching and to convey students' expectations about the targets they want to achieve concerning the function of language as a communication tool so that problem solving can be reported in subsequent papers.

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