
EFEKTIVITAS PEMBELAJARAN IMMERSIVE LEARNING ENVIRONMENT DI KAMPUNG INGGRIS PARE DALAM MENINGKATKAN KETERAMPILAN SPEAKING BAHASA INGGRIS

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ABSTRACT

This study aims to describe the role of the learning environment in Kampung Anh Pare in increasing students' speaking courage. This research method uses a descriptive qualitative approach with participatory observation based on the author's experience as an alumnus of Kampung Anh Pare.

The results of the study show that the immersive environment, the application of *English Area*, communicative learning methods, and supportive social interaction are able to reduce students' anxiety and increase the courage to speak and mastery of vocabulary. Thus, Pare English Village is an effective English learning environment in developing *students'* speaking skills.

Keywords: ¹Kampung Inggris, ²Immersive Environment, ³Increasing Speaking Courage.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan peran lingkungan pembelajaran di Kampung Inggris Pare dalam meningkatkan keberanian berbicara (speaking) peserta didik. Metode penelitian ini menggunakan pendekatan kualitatif deskriptif dengan observasi partisipatif berdasarkan pengalaman penulis sebagai alumni Kampung Inggris Pare.

Hasil penelitian menunjukkan bahwa lingkungan imersif, penerapan English Area, metode pembelajaran komunikatif, serta interaksi sosial yang suportif mampu menurunkan kecemasan peserta didik dan meningkatkan keberanian berbicara serta penguasaan kosakata. Dengan demikian, Kampung Inggris Pare merupakan lingkungan pembelajaran bahasa Inggris yang efektif dalam mengembangkan kemampuan speaking peserta didik.

Kata kunci: Kampung Inggris Pare 1, Lingkungan Immersive 2, Meningkatkan Keberanian Speaking 3.

INTRODUCTION

Pare English Village is a non-formal English learning area located in Kediri Regency, East Java. This area is known as an English language learning center which is attended by students from various regions in Indonesia. The learning environment that emphasizes the use of English in daily life makes Kampung Anh Pare an effective place to improve communication skills, especially speaking skills.

Historically, Kampung Ankle Pare began in 1977 with the establishment of the Basic English Course (BEC) institution founded by Kalend Osen. Over time, the existence of BEC encouraged the emergence of various other English course institutions in the Pare area. This development has made this area widely known as the English Village and continues to develop as a center for non-formal English learning to this day (Wikipedia, 2024). Therefore, the English Village is better known as the national level (province or district). Because the learning is very effective, regular, and productive. So why is it called the English village of bitter melon is very famous among the community, teenagers, and young people (Gen Z).

According to Sutriyanto (ed., 2021) in Ruminda and Widiati (2024, pp. 3–11), in the early days of the pandemic, English course institutions in Kampung Anh Pare had stopped their operations. However, as digital

learning develops, learning shifts to online methods, and interest in learning English online has increased by 300%. Therefore, some online learning can be seen as a very effective alternative in maintaining sustainability during the English learning process in Kampung Inggris Pare.

The learning environment in the bitter melon village emphasizes the practice of continuous communication and makes the bitter melon English village very interesting to be studied in depth. Social interaction such as between students, a productive learning atmosphere, and the demand to use English and actively can affect students' courage in speaking in English. Therefore, the English village can be called a learning environment that is able to accelerate or the process greatly improves the learning ability of students to speak.

Based on this background, this paper aims to discuss how the learning environment in Kampung Anguk Pare can encourage the courage of students who develop their speaking skills.

The learning environment in Kampung Anh Pare shows the characteristics of an **immersive learning environment** that significantly encourages students' courage to speak. The concept of immersion is applied by "immersing" participants in the use of English through English Area policies, daily

interactions, and various academic and social activities. In this context, English is not only studied as a material, but is used as a tool of everyday communication.

According to Krashen (1982) in Ellis (2023), *comprehensible input* is a language input that can be understood by learners and is slightly above their current ability level, thus allowing for gradual language acquisition. In addition, *affective filters* refer to emotional factors such as anxiety, motivation, and self-confidence that can hinder or facilitate the process of language acquisition. When anxiety levels are low (*low affective filter*), learners tend to be more open to language input and more daring to produce language orally.

An immersive learning environment is also supported by a collective culture that supports each other. Lestari (2021: 35) states that an immersive environment helps students lower speech anxiety because all participants are in the same position as learners. The constant use of English, although at first forced, gradually developed into a habit. This habituation process contributes to increased fluency and confidence in speaking.

Key elements of the immersive environment at the English Village include daily interaction between students using English, the use of bulletin boards and English

instruction, as well as involvement in social activities such as *English camps*, educational games, group discussions, and presentations. These activities create a real communication context that encourages sustainable use of language.

Selain lingkungan, keberhasilan pembelajaran speaking di Kampung Inggris juga ditunjang oleh metode pengajaran yang berbasis praktik. Metode yang umum digunakan meliputi **drilling**, **Communicative Language Teaching (CLT)**, dan **peer practice**, yang masing-masing memiliki peran penting dalam meningkatkan kemampuan berbicara.

The drilling method is effective, especially for early to intermediate level learners. Setiawan (2020: 25) stated that drilling accelerates the process of language automation and helps students produce speech faster and more confidently. Through systematic repetition, students become familiar with the correct language patterns, vocabulary, and pronunciation. However, the use of drilling needs to be limited and combined with communicative methods so that learning remains meaningful and does not cause boredom.

The Communicative Language Teaching (CLT) approach emphasizes the use of language in the context of real communication.

Richards and Rodgers (2020: 82–88) state that CLT is effective in boosting confidence because students learn the language through hands-on practice, rather than simply memorizing rules. Brown (2018: 42) also asserts that CLT improves speaking skills because students practice language in an authentic social context. In the English Village, CLT is applied through daily conversations, discussions, and simulations of real-life situations, so that speaking develops as a habit, not just a theoretical skill.

The **peer practice** method also strengthens students' courage to speak. Hidayati (2019: 19) explained that practicing with peers reduces the fear of making mistakes because the learning atmosphere becomes safer and less intimidating. Richards and Rodgers (2020: 85–87) add that interaction with peers increases comfort and provides more opportunities for natural language use. Nation (2020: 60–63) states that peer practice improves *fluency* through repetitive, interactive, and hands-on feedback.

The pattern of social interaction formed in the English Village also plays a role as a driving factor for the courage to speak. Santosa (2022: 55) mentioned that peer support, positive competition, and learning groups have a significant effect on improving speaking skills. Interactions such as small group discussions, *role plays*,

short plays, daily presentations, and weekly *public speaking* activities create a supportive and motivating social environment.

In addition, learners' motivation to learn tends to be high because they are in an environment that is collectively oriented towards English language proficiency. Dornyei (2014: 87) states that strong external motivation from the surrounding environment can increase the courage to speak. A simple yet conducive physical environment also contributes to learning comfort and supports the success of language learning (Pratama, 2020: 13).

Based on this description, it can be concluded that the courage to speak English in Kampung Anh Pare is influenced by a combination of immersion environment, communicative learning methods, supportive social interaction patterns, and motivation and physical conditions of the learning environment. The synergy of these factors makes Kampung Ankle an effective learning context in improving students' speaking skills

RESEARCH METHODS

This study uses a descriptive qualitative approach. This approach aims to describe in depth the phenomenon of the English learning environment in Kampung Anh Pare, especially in encouraging the courage of students. The qualitative

approach was chosen because this study focuses on experiences, perceptions, and social interactions that occur naturally in the learning environment. In addition, the author is also an alumnus of Kampung Angur Pare, so he has direct experience in participating in the learning process, interacting with tutors and students, and also observing the application of the English-speaking environment in daily life. This experience really helped the author to understand the research context more deeply and support the process of collecting information about the learning method of English Kampung Pare and data analysis.

RESULTS AND DISCUSSION

RESULTS

Based on the results of the author's observation and direct experience as an alumnus of Kampung Anh Pare, it can be concluded that the learning environment in Kampung Anh Pare is systematically designed and runs in an orderly, effective, and productive manner. The learning pattern applied does not only focus on mastering linguistic material, but also on the formation of English language habits in students' daily lives. This makes the learning process more contextual and oriented towards the use of language in real terms.

The learning environment in Kampung Anh Pare applies the principle of learning by doing, where students are actively involved in the practice of speaking

English from the beginning of learning. English is used as the main communication tool, both in the learning process in the classroom and in informal interactions outside the classroom. This habituation gradually builds students' linguistic sensitivity to English vocabulary, sentence structure, and pronunciation.

The learning process takes place in a conducive and fun atmosphere. Tutors use a variety of learning methods, such as educational games (language games), group discussions, short presentations, role plays, and conversation simulations. These variations of methods make students not easily feel bored and more motivated to be actively involved in learning. Based on the results of observations, game-based methods and communicative activities have proven to be effective in increasing student participation, especially in speaking activities.

In addition to varied learning methods, Kampung Anh Pare also applies English Area rules consistently. This rule requires students to use English in certain areas. Students who violate these rules are subject to educational sanctions in the form of a light fine of Rp1,000 known as punishment money. The implementation of this sanction aims to foster language awareness and form the habit of using English in a sustainable manner. Based on the author's observations, this rule encourages students to be more careful in choosing the language used and indirectly increases the intensity of English speaking practice. In learning practice, students are also accustomed to overcoming vocabulary limitations independently. When learners don't

know a particular vocabulary, they are encouraged to ask the tutor using the phrase "How to say ...?". The tutor then provides translations, explanations of meaning, and examples of the use of the vocabulary in sentences. This strategy helps students understand vocabulary contextually and accelerates the process of mastering vocabulary.

Learning activities in Kampung Anh Pare generally take place in the morning, from 07.00 to 10.00, with a structured and consistent schedule. The learning time is optimally utilized for speaking practice, drilling, discussions, and interactive exercises. This high and consistent learning intensity contributes to increasing fluency and students' confidence in using English.

DISCUSSION

The results of the study show that the learning environment in Kampung Anh Pare creates conditions that support the acquisition of a second language optimally. These findings are relevant to the Affective Filter Hypothesis put forward by Krashen, which states that emotional factors such as anxiety, fear, and lack of motivation can hinder the language acquisition process (Krashen in Ella, 2023). The English Village environment that is supportive, fun, and normalizes mistakes helps lower the affective filter of students so that they are more courageous to speak up.

The normalization of errors in learning to speak is an important factor in increasing students' courage. Tutors in Kampung Anh Pare do not provide corrections in a judgmental manner, but use a constructive corrective approach. This is

in line with the opinion of Richards and Rodgers (2020) who state that language learners need a safe environment to take linguistic risks so that their communicative skills can develop optimally.

In addition, the implementation of an immersive environment in Kampung Ankle Pare reflects the concept of comprehensible input, where students are constantly exposed to English that can be understood in a real context. Repetitive and meaningful language exposure allows learners to understand language structure and vocabulary naturally. Krashen asserts that comprehensible input is a major prerequisite in second language acquisition (Krashen in Richards & Rodgers, 2020).

Consistently applied English Area rules also play a role in shaping English speaking habits. Although accompanied by light sanctions, the rule does not create excessive pressure, but rather increases awareness and language discipline. Liu (2023) states that a learning environment that has clear rules but remains supportive can reduce anxiety and increase the courage of second language learners. These findings are in line with conditions in Pare English Village, where students are encouraged to continue using English without feeling intimidated.

Learning methods such as drilling, Communicative Language Teaching (CLT), and peer practice also make a significant contribution to improving speaking skills. Drilling helps students build pronunciation accuracy and sentence structure through directed

repetition. Nation (2020) stated that repeated practice has an important role in improving fluency, especially in the early stages of language learning.

The Communicative Language Teaching (CLT) approach emphasizes the use of language in the context of real communication. Through communicative activities, students not only learn the form of language, but also the function of language in social interaction. Richards and Rodgers (2020) emphasized that CLT provides learners with the opportunity to use language as a meaningful communication tool, thereby improving their overall communicative competence. Interaction with peers through peer practice creates a collaborative and safe learning environment. Students can practice speaking without formal pressure, give each other feedback, and build confidence. Nation (2020) states that intensive and repetitive social interaction can improve fluency in speaking and strengthen the confidence of language learners.

Overall, the results and discussion of this study show that the success of speaking learning in Kampung Angul Pare is not only determined by the learning method, but also by the immersive environment, language discipline rules, and strong social support. The combination of these factors significantly encourages the courage to speak and improves the English language skills of learners.

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