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RESEARCH ARTICLE

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THE EFFECTIVENESS OF IMMERSIVE LEARNING ENVIRONMENT LEARNING IN KAMPUNG INGGRIS PARE IN IMPROVING ENGLISH SPEAKING SKILLS

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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.

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1. 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.

2. 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.

4. 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.

5. Conclusion

Based on the discussion, it can be concluded that the learning environment in Kampung Inggris Pare plays an important role in improving students' confidence and speaking skills. The implementation of an immersive learning environment through the daily use of English helps students develop communication habits. This environment provides opportunities for students to practice English directly, both during classroom activities and through social interactions outside the classroom.

The success of learning at Kampung Inggris Pare is supported by the implementation of various teaching methods, such as drilling, Communicative Language Teaching (CLT), and peer practice. These methods help students improve their vocabulary, pronunciation accuracy, speaking fluency, and confidence in communicating in English. Interaction among students, support from tutors, and a conducive learning atmosphere also help reduce students' fear of making mistakes when speaking English.

Therefore, a supportive learning environment, communicative teaching methods, discipline in language use, and learning motivation are essential factors in increasing students' confidence in speaking English. The learning experience at Kampung Inggris Pare demonstrates that language acquisition can be more effective when students have continuous opportunities to use the language actively in their daily lives.

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