

Evaluation of English language learning using a non-formal approach in the English village

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengeksplorasi metode pengajaran nonformal dan persepsi tentang pengaturan nonformal untuk belajar bahasa Inggris di base-camp, kafe dan ujian untuk berinteraksi dengan penutur asli bahasa Inggris di Candi Prambanan. Penelitian ini menggunakan pendekatan kualitatif yang menetapkan desain studi kasus. Penelitian dilakukan di Kampung Inggris Pare, Kediri, Indonesia dalam waktu 5 minggu. Sebanyak 30 responden yang masing-masing 15 dari mata kuliah AC dan 15 dari mata kuliah CC terpilih. Dari 30 responden, 10 adalah kompetensi bahasa Inggris yang baik, 10 adil dan 10 rendah. Data dianalisis menggunakan analisis tematik budaya, persentase laju dan frekuensi. Hasil menunjukkan bahwa metode pengajaran pendidikan nonformal dianggap oleh siswa sebagai metode nonformal yang menekankan dalam interaksi dan presentasi kelas bebas. Dari tiga tempat pembelajaran, siswa dengan kompetensi bahasa Inggris yang baik menerima semuanya sebagai tempat belajar yang nyaman. Selain itu, sikap kedewasaan yang meliputi kemandirian, kepercayaan diri, lingkungan yang mudah beradaptasi, dan kreativitas dilakukan dengan baik oleh para siswa. Demikian juga, siswa dengan kompetensi bahasa Inggris yang adil mempertimbangkan perkemahan, kafe dan kuil pada tingkat yang lebih rendah. Kedewasaan juga dilakukan lebih rendah oleh siswa kategori adil dengan gelar terendah sebesar 60%. Namun, siswa berkemampuan rendah dapat menerima perkemahan hanya sebagai tempat yang nyaman untuk belajar. Semua kategori kedewasaan dilakukan dalam gerakan rendah mencapai 30% oleh siswa kompetensi rendah.

Kata Kunci: Pendidikan non-formal, dan Kampung Inggris

ABSTRACT

The purposes of this study are to explore non-formal teaching methods and perception on the non-formal settings for learning English language in base-camp, café and examination to interact with English native speakers in Prambanan Temple. This study used qualitative approach assigning a case study design. The study was conducted in Kampung Inggris Pare, Kediri, Indonesia in 5 weeks. A number of 30 respondents each of which 15 from AC course and 15 from CC course were selected. Of the 30 respondents, 10 were good English competence, 10 fair and 10 low. Data were analyzed using cultural thematic analysis, rate percentage and frequency. Results show that non-formal education teaching methods are perceived by students as non-formal methods stressing in the free classroom interactions and presentations. Of three sites of learning, students with good competence in English accept all as the comfortable learning sites. In addition, maturity attitudes that include self-reliance, self-confidence, easy to adapt environment, and creativity are well performed by the students. Likewise, students with fair English competence considered camp, café and the temple at lower degree. Maturity is also performed lower by the fair category students with the lowest degree at 60%. The low competence students, however, can receive camp only as the comfortable place to learning. All categories of maturity are performed in a low motion achieving 30% by the low competence students.

Keywords: non-formal education, dan Kampung Inggris.

PENDAHULUAN

English courses in Kampung Inggris, Pare Kediri, East Java, have long been a source of interest for the people of Indonesia and several other countries. Based on internet information, course participants come from all over Indonesia, both students and the general public throughout Indonesia, both they are students and the general public. Participants came from Malaysia, Singapore, Vietnam, Jordan, Africa, and Kabul (Mukhroji, 2020). The researcher has observed directly on site and conducted a dialogue with the manager and course participants. The findings show that the English Village, which

was established on the basis of non-formal education by its founder, Mr. Kalend, meets the criteria for education and language learning reform. Its founder, Mr. Kalend, met the criteria for education reform and language learning.

According to Richards (2017), in several countries in Europe where the original language (LI) is not English, English language communities have been formed due to the existence of learning centers in the community that meet the elements of the English learning process in Europe. The community provides tour guides and all tourist needs free of charge for 1-2 weeks. As an imbalance, tourists have to teach English to people in English

Village. Between the 40,000 people living in the village of Tulungrejo and the village of Pelem, the English Village has course participants on par with major universities such as Mulawarman University and has the potential to exceed the communities version of the English Village. In situations like these, course managers, teachers, and students should have a different learning model than the previous model. The subject matter should also have characteristics that allow students to learn more enjoyably and successfully by applying a variety of learning methods.

The purpose of this study was to study how non-formal education helps students learn English. This study studies the methods and teaching materials used at the Course Institute in Kampung Anh Pare to improve students' ability in English. The non-formal education model focuses on independence, innovation, and struggle. Non-formal education is intended for adults. adults are individuals who have reached a level of maturity and autonomy. Problem-solving education makes adults feel valued. tell others, and don't seem patronizing. Adult learning focuses on problem solving (Sudjana, 2018).

There are five assumptions about adult traits. They are as follows: (1) Self-concept, adults have the ability to make decisions for

themselves; (2) Experiences, almost all of an adult's life are experiences that can be reexpressed and have a profound impact on the way they think and act. (3) Learning Resiliency: Adults are usually ready to learn, both physically and mentally, because they know what they need. (4) Learning Orientation: Adults learn to solve life problems. (5) Adults are dominated by internal factors when learning (the strongest internal motivation). It will happen and what the benefits are, although the external elements are not so influential. Therefore, the non-formal education approach refers to the definition of adult education. As a non-formal educational institution, Cottage UK has attracted research, and the research has been published nationally and internationally. Mukhroji (2020), Ahsanu, Februansyah & Handoyo (2014), and Oktaviana (2018) conducted research on the implementation of the English learning process, learning models, and student competencies. Candra & Kuspriyanto (2017) and Asiz (2017) conducted research on Kampung Anh as a center for non-formal education.

According to the results of the main study, the pragmatic ability of English Village students is comparable to the ability of English students at universities. Demonstrated by various types of speech mastery, including, but not limited to, directive, assertive, commissive, expressive,

declarative, and fatigued, the courses in the English Village are highly proficient in using English according to a pragmatic approach, which views language mastery based on the ability to convey purpose, function, and context. Mukhroji (2020) stated that the success of students in Kampung Anh is mainly due to the background and learning methodology that prioritizes non-formal approaches.

A non-formal approach is implemented through study camps, learning cafes, and temples to interact with students who speak native English. Mukhroji (2020) explains that a learning camp is a student boarding house provided by the course owner for them to stay during the course. One or two teachers guard this house and every day hold non-formal classes to learn to speak English. A learning café is a place to learn outside the classroom consisting of a food stall, coffee shop, or snack stall. These stalls are used by course managers as alternative locations outside of the classroom with the aim that students can order food, have a casual conversation, and interact in real life with the waitress in English. The teacher invites students to speak formally and non-formally in a relaxed but directed atmosphere according to the topic of the lesson. About the candidate.

To be formal, it is learned through books, guided by teachers, and obtained through formal levels

through exams. Education is taught. The structure of open material is essential for learning in school. Open material must be prepared at level i+1 supported by strong motivation from within and from outside and learning strategies must be in accordance with the student's learning style Motivation is a mental state that encourages activities and provides energy that leads to the achievement of needs, satisfaction, or a reduction in harmony, Factors within a person are called intrinsic and extrinsic, and external factors can be in the form of various very complex factors, such as personality, attitudes, experiences, and education, as well as various hopes and ideals related to the future. However, stimuli cause intrinsic and extrinsic motivational factors to emerge.

In today's digital age, mastering learning media such as smartphones, Wi-Fi, the internet, and other computer devices is essential for students and educators alike. Teaching materials and enrichment of teaching materials can be obtained quickly and easily by using IT. Previously difficult assignments can be obtained easily and quickly through online media, and student assignments can also be submitted online (Lan, Hsiao & Shih, 2018). The English Basecamp: An Alternative Learning Method for Enhancing Speaking Skill (A Case Study in Kampung Ang, Pare, Kediri, East Java) is the title of a research

conducted by Ahsanu, Februansyah, and Handoyo (2014). The purpose of the research was to study the role of basecamp as a backdrop and as a resource for learning English to improve students' speaking skills. The results of the study show that the non-formal learning pattern in basecamp is also known as learning camp, according to Mukhroji's (2020) research proven to improve students' speaking skills. Students also believe that the informal learning model at basecamp increases their motivation, creativity, and speaking boldness. Teaching in English at the English Course in the Village of England. The aim of this study was to find out how the curriculum is implemented in Able and Final English Classes, teaching strategies, and course management.

The texts used in the discussions and speeches emphasized the Islamic context. Islamic behaviors such as congregational prayers, recitation, reciting Surah Yasin, and giving alms are used as guidelines for character cultivation in the academic environment. After reviewing the results of the above research, the researcher found that previous research emphasized on studying the learning process, curriculum, methods, and roles of the English Village separately; Research focusing on non-formal education and entrepreneurship was also conducted, but this study has not explained how non-formal education helps students learn English.

English is based on non-formal education (Anshari,2020). The focus of the interview is four things: the student's background and their experience taking the course; students' opinions on the implementation of the course program; open materials and learning approaches; and students' opinions on three types of learning locations, namely study camps, learning cafes, and exams that meet English-speaking tourists at Prambanan Temple. Primary data consist of students' opinions, which indicate the existence of non-formal learning methods and the level of students' English proficiency during the course. Secondary data consists of documents consisting of curriculum, teaching materials, student biodata, student academic records, and learning regulations at course institutions in Kampung Ang. Researchers are the main instruments in the collection of these data, so they are carefully collected (Bo Furthermore the data is analyzed using the cultural theme method developed by Putera (2019). The framework of the analysis consists of four stages: domain analysis, taxonomic analysis, component analysis, and cultural theme analysis. The primary data consists of the students' opinions, which indicate the existence of non-formal learning methods and the level of English proficiency of students during the course. Secondary data consists of

documents such as curriculum, teaching materials, student biodata, student academic records, and learning regulations at English Village course institutions. This data is collected carefully because the researcher is the main tool (Bo Next, Domain analysis, taxonomic analysis, component analysis, and cultural theme analysis are the four parts of the analysis framework. Domain analysis, taxonomic analysis, component analysis, and cultural theme analysis are carried out in stage four. The purpose of these four analysis steps is to answer the research question by categorizing by common theme (domain), analyzing common themes into smaller groups (taxonomy), making a combination of domains and taxonomy, and categorizing the data according to categories.

METODE PENELITIAN

This research uses a qualitative approach with a case research design (Yin, 2017). As qualitative research, information is collected naturally through observation and in-depth study through interviews. Information in the form of words, sentences that contain the relationship between arguments is a characteristic of a qualitative approach (Pratiwi & Salija, 2020). This research was attempted for 5 weeks on January 10 - February 17, 2020 in Kampung Anh in Pelem village and Tulungrejo Pare Kediri. Throughout the research, the

researcher stayed in the camp with other course participants and participated in each educational session at the camp, café and Prambanan temple.

The participants of this research were 30 participants in the advanced level course, 15 people were taken from the AC course institution (disguised) in Tulungrejo village and 15 others in the CC course (disguised) in Pelem village, both in English Village. Participants were between the ages of 20- 28 years. Participants were grouped into 3 categories: 10 were proficient in good English, 10 more, and 10 were less sourced on daily evaluations tried by classroom teachers. Participants were selected using sampling techniques aimed at 2 alibi. Initially, course participants who had criteria sourced from the type of class being researched amounted to 30 people and researchers had found permission from the course owner and class teachers to participate in the class for research purposes. Second, course participants reported being willing to be researched because participants wanted to recognize more about their success in exploring the course in the English Village.

Research information consists of primary information as well as secondary information. Primary information in the form of observation recordings and transcriptions of interview results was collected

through observation methods and in-depth interviews (Ilyas,2022). Observation is tried to recognize the learning process in the classroom, student interaction throughout the educational process when teachers use non-formal learning-based educational procedures in the classroom (Rozimela 2021). The interview was tried to identify more deeply the expertise, attention, motivation and comments of students on the use of non-formal learning-based English education procedures (Yin, 2017). The interview questions were directed to recognize 4 things: students' backgrounds and experiences exploring the course, student comments on the application of programs in the course, teaching procedures and teaching materials, and student comments on 3 types of learning positions, namely learning camps, learning cafes and tests to meet native English-speaking tourists at Prambanan temple. These student comments are used as primary information on the existence of non-formal learning-based education procedures and student learning outcomes in English language skills throughout the course.

Secondary information in the form of documents consisting of curriculum, teaching materials, student biodata, student academic records and educational regulations at course institutions in the English Village was collected by the researcher method of carefully reading the document

because the researcher is the key instrument sorting out themes that are suitable for research problems using content analysis Next, the information was analyzed using the cultural theme method from Susilo S (2023). made the framework of analysis in 4 sessions: domain analysis, taxonomic analysis, component analysis and cultural theme analysis. These four steps of analysis aim to create a category sourced from a universal theme (domain), an analysis of a universal theme into smaller groups (taxonomy), a combination of domains and taxonomy, and the mapping of information suitable for categories to respond to research problems. Not only is qualitative data explored in the form of arguments and logic, the explanation of the interview results is also analyzed quantitatively descriptive in the form of frequency and percentage tables (Saraka S, 2023).

HASIL & PEMBAHASAN PENELITIAN

Research Question 1: What are the non-formal learning methods applied in English language teaching in existing course institutions in English Villages?

The result of this first research is an explanation of various learning methods derived from non-formal education. The findings show that students consider non-formal

education-based learning as a freer, calmer, and less thought-provoking way of learning. Students see this non-formal method as a learning process that is done in a relaxed atmosphere and does not focus too much on material that requires complex understanding. In addition, this way of learning gives students the opportunity to access learning resources such as mobile phones, WhatsApp, and the internet.

When asked about what is meant by non-formal learning methods, SB-1A provides the following explanation:

(1)"In my opinion, a comfortable learning method is an informal one. There is no need to memorize or understand difficult terms. Material can be retrieved from a mobile phone, WhatsApp, or the internet. Learning at the camp was good, but there were too many participants. The café is also relaxed, only we have to spend money and the space is limited. "

Another source, SB-D when asked about the right learning method, he stated:

(2) "I have experienced four places of learning: in the classroom, in the camp, in the café, and in the Prambanan temple. In my opinion, studying in a camp is the most comfortable. Without cost, we don't have to move from our place of residence. "

The above statement shows that students see non-formal learning through four characteristics, namely: (1) it is done in a comfortable atmosphere, (2) the material does not require deep thinking, (3) it does not require spending money, and (4) it is carried out in the environment around the nearest residence.

HASIL

When 30 students were asked to compile a list of the types of learning methods that were considered to fall into the non-formal category, they made a list as seen in table 1.

Table 1. Students' perception of non-formal learning types

No.	Types of Activities	F	%
1.	Relaxed learning process	23	76.7
2.	The best place to lecture is a study camp	20	66.7
3.	Not too many lectures	20	66.7
4.	Teaching materials are not related only to books or teaching materials that lecturers provide	18	60

5.	Lectures can be held outside the classroom	17	56.7
6.	Teaching materials can be obtained through cellphones, internet, YouTube, WA, and online	15	50
7.	Students do not have to present material through presentations in front of the class	15	50
8.	Carried out in groups	15	50
9.	Assignments can be sent via WA or email	15	50
10.	Learning cafes are less spacious because the space is not large	13	43.3
11.	Undirected free discussion	12	40
12.	Classrooms must still exist so that learning is orderly	10	33.3
13.	The practice of speaking with native speakers in the temple is good but it costs	8	26.7

14.	Debate is heavy because it has to prepare material specifically	6	20
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Table 1 shows that when grouped based on the type of non-formal learning procedures proposed by students, the following categories can be obtained:

- 1) Students tend to sort out the learning procedures that are relaxed and are not very tied to memorization tasks or presentation tasks
- 2) Students tend to use social media which can be managed using smartphones or cellphones
- 3) For the study area in the English Village, the position of studying in the camp is considered very attractive, followed by cafes and temple areas
- 4) The teaching technique used by teachers that students prefer is group assignments

The discovery of the type of non-formal education procedures in this research refers to the learning theory that the non-formal atmosphere tends to make learners less burdened so that they want to develop learning motivation

the problems that befell the implementation of learning in 3 positions: learning camps, learning cafes and tests to meet native English-speaking tourists at Prambanan temple. Student comments override the choice of learning positions related to the student's competency in English language proficiency throughout the course exploration.

Student Comments Fall on the Study Place

The three learning positions of the camp, café and Prambanan temple are perceived by all students as an exciting place compared to the classroom. The exciting category is seen as coming from the ease of reaching the learning position and the learning load that students must complete throughout the lesson. The classroom is considered less exciting because it is tied to an official and rigid atmosphere. The order of positions that students thought was exciting were: (1) study camp, (2) learning café, and (3) test to meet foreign tourists at Prambanan temple. Summary of students' answers to the 3 study positions:

3). "For me, the camp is more exciting because we are free, not far from the cost," (SB-A)

4). "I like to study in cafes because there are food and drinks. But we have to buy it. If it's free, it's definitely delicious. In the camp, even though

we bring our own drinks and snacks, we are always in the boarding house" (SB-H)

5). "In the temple it is interesting. We can talk directly to foreign tourists in English. But right, to Prambanan in Magelang from Kediri, let's pay maaaahalll. If I don't get tested, I don't want to." (SB- A).

PEMBAHASAN

Quotes from the results of the interview(3),(4) and (5) explain that a very exciting place to learn is a learning camp. There are 3 alibi that make the study camp the main option, namely: instant because the camp is their own cost, free and free. Compared to cafes, camps are easier to reach. Cafes are thought to be attractive but some students think they are less attractive because students are required to pay to buy cakes and drinks while studying at the café. When compared to the study position at Prambanan temple, students reported that the camp was much more delicious. There is an exciting aspect of meeting foreign tourists and an English dialogue application, but the fee to reach Prambanan temple in Magelang, Central Java from the course position in Pare Kediri, East Java, is thought to be very expensive for students. Although the camp is thought to be a delicious learning position, there are other thoughts that say that the café and Prambanan temple are more

pleasant. Check the testimonials (6) and (7) below.

6) "In my opinion, the three locations are more or less the same. The campus is easily accessible because we don't have to move from the boarding house. Cafes offer a different atmosphere and can add new vocabulary, there is new interaction even if we need to spend money on food and drink. It feels less pleasant if we don't order food. (SB-U)

7) "I usually study while relaxing. If I had to choose between classes, campuses, and cafes, I would prefer cafes. The classes felt rigid and too formal, although we still had to study there, similar to going to the mosque on Friday. The campus is like our home. The advantage is that we don't have to move around. However, it feels monotonous. In the café, the atmosphere is fresher. This can increase the creativity of ideas. Indeed, we have to pay, but it is actually relatively affordable. While temples are not a place to study regularly, but for exams. So, it's still fun. After all, it is only done once a year. (SB-A)

Testimonial (6) confirms that the study place in the camp remains the best option, but the café is considered more attractive. Two reasons were conveyed by the participants, namely: in the café students can enrich vocabulary and new knowledge through interaction with other

interlocutors. These results show that the learning process is influenced by location, cost, and attractive atmosphere (Lathifa,&Sukamoto, 2020). The attractive atmosphere is also influenced by the environment and learning methods which ultimately lead to democratic teaching (Ushioda, 2016; Israwati, 2018).

In testimony (7), the respondent made a comparison between classes, camps, cafes, and Prambanan temple as a place to study. Respondents argued that the classroom is a mandatory learning location even though it is not interesting, learning cannot be separated from the classroom. In the English village course, learning in the camp is considered easier because it is carried out in one's own boarding house (Mukhroji, 2020). For variety, the café is considered more attractive, while Prambanan temple is more enchanting. Although the cost at Prambanan temple is quite high, the exam there is only held once a year and is considered more fun by respondents.

These findings show that learners are more independent, have a high sense of confidence to learn anywhere, and have a spirit of learning that refers to autonomy in learning (Sudjana, 2019). This characteristic is reflected in adult education in the context of non-formal or out-of-school education (Sudjana, 2020).

Student Skills and Learning Locations

The skills of the students in this study are closely related to the location of the place of study. Students who have good skills are not affected by the place of study; They can adapt easily and quickly, no matter where the learning process takes place. This is due to their characteristics of being independent, confident, able to adapt quickly, and having good English skills. In contrast, students who have weak English language skills tend to show low levels of independence, lack confidence, and lack creativity.

(8) "I understand that I don't have a vocabulary mastery, so I always carry a dictionary or mobile phone with a dictionary application. The learning environment also has an impact. I don't really like studying in cafes because of the lack of learning resources. At Prambanan temple it was exam time, because it was not allowed to bring notes. If I don't have friends to ask, I feel uncomfortable. (SB-D)

(9) "I am used to interacting with foreign tourists, giving speeches, and discussing in English. Little by little, I also learned to read news or articles online on my phone. Thank goodness I could. When teaching, I try to have at least 80% of the explanations done in English during class. (SB-A)

Quote (8) shows that students have low abilities. This can be seen from

his confession that he always carries a dictionary and asks his friend for help when facing difficulties in using English. These findings show that English language skills have an effect on learning attitudes and behaviors (Mukhroji, 2020). Inability to speak English can reduce confidence, create dependency on friends, and reduce independence in learning (Sudjana, 2020).

Quote (9) describes students with good English language skills. The characteristics of learners in this positive category include independence, confidence, the ability to adapt to the environment, and creativity in independent learning (Walgito, 2020; Sudjana, 2020; Ushioda, 2016). In the context of non-formal education, students who are in either categories are not bound by the learning location or the methods applied by the teacher.

The objective of this research is to identify various non-formal methods and to explore students' perceptions of learning within study camps, study cafes, and oral English speaking examinations conducted with foreign tourists at Prambanan Temple. The findings indicate that students perceive non-formal education as an accessible way of learning that does not require excessive cognitive strain. Furthermore, students categorized as 'proficient' demonstrated a high degree of maturity, as measured by indicators such as independence,

self-confidence, adaptability, and creativity. Proficient English students demonstrated that the three learning environments camps, cafes, and temples posed no challenge to them; they were able to learn effectively in all three settings. Students in the 'good' category also showed positive results in terms of maturity, as measured by indicators such as independence, self-confidence, adaptability, and creativity. Conversely, cafes and temples were found to be less suitable for students in the 'fair' category. While 60% of students in the 'fair' category exhibited traits of maturity, those in the 'poor' category were only able to learn effectively in a camp setting. None of the four assessment components met the criteria for maturity in this group, indicating that students in the 'poor' category remain dependent and lack the necessary self-confidence for language learning, with deficiency levels reaching up to 30%.

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