

ENGLISH EDUCATION STUDENTS AND KAMPUNG INGGRIS, PARE: A QUALITATIVE INVESTIGATION OF THE NEED FOR ADDITIONAL LANGUAGE TRAINING BEYOND FORMAL EDUCATION

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Abstract: This study investigates the motivations of English Education students for enrolling in non-formal English courses at *Kampung Inggris*, Pare, and the subsequent impact of this experience on their academic engagement. Employing a qualitative research method with a narrative inquiry approach, the study gathered data through semi-structured interviews with four English Language Education students who had attended courses in *Kampung Inggris, Pare*. The findings reveal that students' decisions to seek supplementary language training were driven by a combination of factors, including academic difficulties encountered in formal education, encouragement from family and peers, and a curiosity for practical, immersive learning experiences. These motivations align with concepts of both instrumental and integrative motivation, as well as intrinsic and extrinsic drives. The study also found that the learning experience at *Kampung Inggris, Pare*, significantly enhanced students' academic engagement. Participants reported increased self-confidence in using English, improved comprehension of course materials, and the development of effective self-regulated learning strategies. The immersive and supportive environment of *Kampung Inggris Pare* contributed to lowering affective filters, fostering a more comfortable space for language practice. The challenges faced by students in this intensive environment further prompted them to adapt and manage their learning independently. Overall, the study concludes that non-formal education like *Kampung Inggris Pare* serves as a crucial complement to formal academic settings, providing students with not only enhanced language proficiency but also greater autonomy in their learning journey. This research contributes to the understanding of how non-formal learning can bridge gaps in formal education and improve students' overall academic performance and confidence in English language use.

Keywords: *Academic Engagement , English Education Student , Narrative Inquiry , Kampung Inggris, Pare.*

INTRODUCTION

English is widely recognized as a global language and plays an essential role in communication, education, business, and professional development. In many non-English speaking countries, including Indonesia, English is taught as a compulsory subject from junior high school through senior high school, with some schools also introducing it as local content at the elementary level (Mubarok & Sofiana, 2022). The significance of English extends beyond communication, as it is

also considered a key requirement for academic success, career opportunities, and participation in international contexts (Ilyosovna, 2024)..

Despite its importance, English language learning in Indonesia continues to face substantial challenges. Research indicates that the curriculum and teaching approaches are often dominated by theory rather than practice, leading students to have limited opportunities to use English in real-life contexts (Jon et al., 2021). Additional barriers include inadequate facilities, insufficient instructional time, and classroom environments that do not support active language use (Sukyadi & Hakim, 2023; Yulia, 2013). As a result, students—even those majoring in English Education—often experience difficulties in achieving proficiency, particularly in speaking and listening skills. This mismatch between curricular objectives and actual outcomes has created gaps that hinder students' academic engagement and confidence in language learning.

One factor strongly associated with language learning success is motivation. Motivation influences not only how much effort learners put into studying but also how they sustain their learning despite challenges (Deci & Ryan, 2008; Gardner et al., 1985). In the context of English as a Foreign Language (EFL), motivation becomes even more critical because learners often have limited access to authentic language environments. Studies have shown that motivated students tend to seek additional opportunities to improve their English skills through both formal and non-formal education (Marliasari & Oktaviani, 2019; Ulfa & Bania, 2019).

Non-formal education, such as courses, workshops, and immersion programs, has become a popular alternative to complement formal learning. Unlike traditional classrooms, non-formal education offers flexibility, practical focus, and intensive exposure, which allow learners to develop communicative competence more effectively (Eshach, 2007; Widodo, 2011). A prominent example in Indonesia is *Kampung Inggris* in Pare, Kediri. Established as a center for English language learning, it is now home to more than 160 course institutions, offering various programs with immersive teaching methods and supportive community-based environments (Basalamah, 2022). Many students, including those from English Education departments, choose to spend their semester breaks or gap years in Pare to strengthen their language proficiency.

Previous studies on *Kampung Inggris* have highlighted its effectiveness in improving students' speaking skills, confidence, and attitudes toward English (Azizah, 2021; Purba et al., 2024; Jannah et al., 2024; Mardiah, 2019). However, most of these studies focus primarily on general learners or the development of specific skills, such as speaking, rather than examining how non-formal experiences influence students' academic engagement in higher education. In particular, little attention has been given to English Education students, who are expected not only to master English but also to teach it in the future. This creates an important gap, as their academic performance and professional readiness may depend significantly on how they supplement their formal education with non-formal learning experiences.

Addressing this gap, the present study investigates the motivations of English Education students for joining *Kampung Inggris, Pare* and explores how this experience has influenced their

academic engagement. Using a qualitative narrative inquiry approach, this study focuses on the personal stories of four students who attended courses in Pare during their undergraduate studies. By exploring their motivations, challenges, and outcomes, this research contributes to a deeper understanding of how non-formal education can complement formal university training in English Education.

This study aims to answer the following research questions:

1. What motivates English Education students to seek supplementary language training outside their formal education?
2. How does the experience of studying at *Kampung Inggris, Pare* affect their academic engagement?

The findings of this study are expected to provide both theoretical and practical contributions. Theoretically, the study enriches the discussion on motivation and academic engagement in EFL contexts, especially regarding the interplay between formal and non-formal learning. Practically, the study offers insights for students, educators, and policymakers about the benefits of non-formal programs in supporting students' academic growth, suggesting ways that formal institutions might collaborate with non-formal providers to maximize students' learning potential.

METHOD

Research Design

This study employed a qualitative research design using a narrative inquiry approach. Narrative inquiry was chosen because it provides a way to capture participants' personal stories and experiences, allowing the researcher to explore not only what students did but also why and how they made sense of their experiences (Clandinin & Connelly, 2000). Since the focus of this research was to investigate students' motivations and academic engagement after joining *Kampung Inggris, Pare*, a narrative lens was suitable for understanding the meaning behind their decisions and reflections.

Participants

Four English Education students from Universitas Islam Malang participated in this study. They were selected using purposive sampling based on two criteria: (1) they were active students in the English Education department, and (2) they had attended an English course in *Kampung Inggris, Pare*. The participants represented diverse experiences, with variations in semester level and course duration. For ethical reasons, pseudonyms were used:

Pseudonym Gender Semester Duration in Pare Program Attended

Faqih	Male	5th	1 month	English course
Hana	Female	5th	2 weeks	English course
Lila	Female	5th	2 weeks	English course
Fia	Female	3rd	1 month	English course

Table 1. Participant Information

This variation enabled the researcher to gain insights from students with different levels of academic maturity and exposure to non-formal learning.

Data Collection

The data for this study were collected through semi-structured interviews, which provided flexibility for participants to share their stories while allowing the researcher to focus on topics relevant to the research questions. Each interview lasted approximately 30 to 45 minutes and was conducted either face-to-face or online, depending on the availability of the participants. The interviews were guided by several broad themes, including students' motivations before attending *Kampung Inggris, Pare* their learning experiences during the program, and their reflections on how the experience influenced their academic engagement at university. With the participants' consent, all interviews were audio-recorded and later transcribed verbatim to ensure accuracy and completeness of the data.

Data Analysis

The interview transcripts were analyzed using thematic analysis, drawing on Braun and Clarke's (2006) framework. The researcher began by becoming familiar with the transcripts through repeated readings before identifying meaningful codes that captured important aspects of the students' experiences. These codes were then grouped into broader categories that reflected recurring ideas, such as academic difficulties, external encouragement, increased confidence, and the development of self-regulated learning strategies. The themes were refined through continuous comparison across the data set, ensuring coherence and consistency. To support the validity of interpretation, the themes were illustrated with direct quotations from participants and further examined in relation to relevant theories and prior studies.

FINDINGS AND DISCUSSION

Students' Motivations for Joining Kampung Inggris, Pare

a) Academic Difficulties in Formal Education

One of the strongest motivations for students to join *Kampung Inggris, Pare* was their struggle in formal education. Fia, for example, shared how she constantly felt left behind in her classes:

“I felt that I was really behind my friends. That's why I asked my parents to go to Pare, and told them that I was behind in my studies.” (Fia)

Lila expressed a similar concern, noting that she found it difficult to keep up with her integrated skills courses at the university:

“Sometimes I did not understand the material in class. In group work, I just stayed quiet because I lacked vocabulary. I wanted to improve, so I decided to join Pare.” (Lila)

These accounts show that students' decision to attend non-formal education stemmed from perceived academic shortcomings in their formal studies. This reflects findings from previous studies, which noted that Indonesian EFL learners often lack sufficient classroom practice, leaving them less confident in academic performance (Cahyono & Widiati, 2015; Zein, 2017).

b) External Encouragement from Family and Mentors

Another factor motivating students was encouragement from people around them. Faqih mentioned that his ustadz recommended him to join Pare to strengthen his English foundation:

“At the pesantren, my ustadz said that if I wanted to be better in English, I should go to Pare. He even helped me find the program.” (Faqih)

Fia also reported being influenced by her older brother:

“My brother once studied there. He told me that the environment was really good for learning. That made me want to go as well.” (Fia)

This suggests that extrinsic motivation—encouragement from family, peers, and mentors—played an important role. Deci and Ryan (2008) note that while intrinsic motivation drives personal interest, extrinsic support often reinforces persistence in language learning.

c) Curiosity and Expectation of Immersive Learning

Apart from academic difficulties and external encouragement, some students were driven by curiosity about the unique environment in *Kampung Inggris*. Lila shared:

“I want to experience what people say. There are many students actively speaking every day. I want to know how the process works.” (Lila)

Hana echoed a similar feeling, noting her expectation that the learning process in Pare would be different from her university classes:

“I expected to find an environment where I can practice English every day. I wanted to feel that atmosphere.” (Hana)

These reflections indicate the role of intrinsic curiosity and integrative motivation, which Gardner (1985) associates with learners’ desire to engage with the language and culture in a more meaningful way.

Discussion of Motivation

The findings reveal that students’ motivations were shaped by a mixture of instrumental goals (to improve grades and catch up academically), extrinsic support (family and mentors), and intrinsic curiosity (desire to experience immersion). These are consistent with Gardner’s socio-educational model and Deci & Ryan’s self-determination theory, showing that learners rarely act from a single type of motivation, but rather a dynamic combination.

The Impact of Kampung Inggris on Academic Engagement

a) Increased Confidence in Speaking

A significant outcome was the improvement in students’ confidence. Hana, who previously struggled with shyness, admitted:

“I have more courage to speak English, because I used to be really shy and confused. Although it's not much because it's only 1 month... but I can do it a little bit.” (Hana)

Faqih also reflected that after practicing in Pare, he no longer hesitated to participate in class discussions:

“Before Pare, I was nervous to answer in English. Now, I can try even if I make mistakes. I feel braver.” (Faqih)

This aligns with Krashen's (1982) Affective Filter Hypothesis, which emphasizes that lowering anxiety facilitates language acquisition. The immersive environment in Pare appears to have reduced students’ fear of making mistakes.

b) Improved Understanding of Course Material

Students also reported better comprehension of university coursework. Lila explained:

“Before, I didn’t understand what the lecturer was explaining. After being in Pare, I can understand. I feel my grades have also increased.” (Lila)

Fia similarly noted that she found it easier to follow her integrated skills class:

“When I came back, I realized I could understand the lecturer better. It helped me a lot.” (Fia)

These outcomes suggest that non-formal learning not only provided practical skills but also supported academic success in formal education.

c) Development of Self-Regulated Learning

The demanding schedule in Pare required students to adapt and take responsibility for their learning. Fia described preparing her material a day in advance to cope with nervousness:

“Even though I sometimes feel nervous, I can face it because I prepare my material the day before.” (Fia)

Hana developed her own vocabulary note-taking habit:

“There are some difficulties, like vocabulary, especially grammar... so I write new words every day and review them.” (Hana)

Such practices reflect Zimmerman’s (2000) model of Self-Regulated Learning, where learners plan, monitor, and reflect on their learning strategies.

Discussion of Impact of Kampung Inggris, Pare on Academic Engagement

The findings show that the non-formal environment of *Kampung Inggris, Pare* encouraged learners to become more confident, comprehend material better, and adopt self-regulation strategies. These outcomes echo Kolb’s (1984) Experiential Learning Theory, as students engaged in direct practice, reflected on experiences, and applied new strategies in their academic contexts.

CONCLUSION

This study explored the experiences of English Education students who attended *Kampung Inggris, Pare*, focusing on their motivations and the impact of this non-formal learning on their academic engagement. The findings revealed that students were motivated by a combination of factors: difficulties in keeping up with formal coursework, encouragement from family and mentors, and curiosity about the immersive environment of Pare.

The experience of studying in *Kampung Inggris, Pare* had a significant influence on their academic engagement. Students reported increased self-confidence in using English, improved understanding of their university coursework, and the development of self-regulated learning strategies such as preparing materials in advance and keeping vocabulary journals. These outcomes suggest that non-formal education can serve as an effective complement to formal instruction, offering students the opportunity to bridge academic gaps and strengthen their readiness as future English educators.

SUGGESTION

Based on the findings, several suggestions can be proposed. First, students are encouraged to seek non-formal learning opportunities, such as language immersion courses, to enhance their competence and confidence in English. Second, lecturers and institutions may consider building collaborations with non-formal education providers like *Kampung Inggris* to design complementary programs that support students’ academic needs. Finally, future researchers are

recommended to expand the scope of this study by involving more participants, exploring long-term impacts, or employing mixed-method approaches to gain a more comprehensive understanding of the role of non-formal education in English learning.

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Malang, 22 September 2025

Advisor I,

A handwritten signature in blue ink, consisting of stylized cursive letters, positioned above a horizontal line.

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