THE ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE IN PARE EAST JAVA (KAMPUNG INGGRIS)
(A Case Study Of What And How The Acquisition Of English In Pare)

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Abstract

The purposes of the research are to investigate and find out how English community in Pare Kediri is built, what the techniques used to make the community speak English without any reluctance, and how the community in Pare Kediri acquires English. The research was conducted from January 22nd to 25th 2013 in Pare Kediri, East Java which is famous as "Kampung Inggris". There are approximately 134 English courses in Pare sub district, this research focused on observing and distributing questionnaire in Pelem village. This study employed a case study method, and the data were collected by ways of observations, questionnaires, and interviews. Based on the research findings, English community in Pare Kediri is built because there are more than 100 English courses in that sub district only. In addition, mostly English courses implement some techniques as drilling, singing, debating, and playing games and also outing class as one of their learning programs. These teaching techniques make learners are active and creative. Finally, the community in Pare Kediri acquires English by using it as their daily communication and having discipline and commitment to obey the rules implemented by English courses there.

Key words: Language Acquisition, English Community, and Speaking.

Pemerolehan Bahasa Inggris sebagai bahasa asing di Pare Jawa Timur (Kampung Inggris)

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui dan menemukan bagaimana komunitas bahasa Inggris di Pare Kediri terbentuk, teknik apa yang digunakan untuk membuat komunitas ini mampu berbicara bahasa Inggris tanpa ada rasa enggan atau keberatan, dan bagaimana komunitas di Pare Kediri memperoleh bahasa Inggris. Penelitian ini dilaksanakan pada tanggal 22 hingga 25 januari 2013 di Pare Kediri, Jawa Timur yang mana daerah tersebut dikenal sebagai "Kampung Inggris". Dikarenakan ada sekitar 134 kursus bahasa Inggris di kecamatan Pare, maka penelitian ini difokuskan pada pengamatan dan penyebaran angket di desa Pelem. Penelitian ini menggunakan metode studi kasus, dan data diperoleh dengan cara observasi, angket, dan wawancara. Berdasarkan hasil penemuan penelitian, komunitas bahasa Inggris di Pare Kediri bisa terbentuk karena lebih dari 100 tempat kursus bahasa Inggris berada hanya di kecamatan tersebut. Ditambah lagi, hampir semua tempat kursus bahasa Inggris menerapkan beberapa teknik seperti pengulangan (drilling), bernyanyi (singing), debat (debating), dan permainan (playing games) selain itu juga pembelajaran di luar kelas sebagai salah satu program pembelajaran yang diterapkan di tempat kursus. Teknik-teknik pengajaran tersebut membuat para pelajar dapat belajar dengan aktif dan kreatif. Akhirnya, masyarakat Pare Kediri memperoleh bahasa Inggris dikarenakan mereka menggunakan bahasa Inggris dalam percakapan sehari-hari serta memiliki disiplin dan komitmen untuk menaati aturan yang berlaku di lembaga kursus bahasa inggris di tempat dimana mereka belajar.

Kata Kunci: Pemerolehan Bahasa, Komunitas Bahasa Inggris, Berbicara.

A. INTRODUCTION

Many people learn English because they think it will be useful in some ways−academic profession, international communication and travel. Harmer (2007:19) said: "Many people learn English because they have moved into a target-language community and they need to be able to operate succesfully within that community." It means that people will learn English if they think they need the language.

Many students nowadays know English as they have been studying it for years; however, they are still afraid of using English as their second language for interaction in their daily life. The first problem is not all people surrouding the students themselves understand or even are interested in speaking English. They automatically seldom practise their English Speaking skills in their daily life The other problem is the difficulties to find a place or a community to learn and share their abilities and experiences dealing with English skills. Due to these problems, the researchers would like to conduct a research to solve student's problems and find out the effective strategies in speaking English.

The researchers are going to conduct the research in Pare Kediri, East Java. It is a well-known English learning center where learners learn English and use it as a means of communication not only in class but also in their daily activities. This English village community is popular as *"Kampung Inggris".* Therefore, the research is going to be held there.

The research is planned to know what techniques are implemented by Pare English community so that learners are able to speak English in their daily activities and how the learners get their competency in speaking English. The reasearchers also want to observe the English Acquisition of English community in Pare, Kediri East Java.

B. DISCUSSION

The literature review in this proposal will describe many theories from the experts and then the theories will be elaborated as the guidance in this research. The things address concept of the acquisition of language, concept of speaking and its use, and concept of English community. More detailed discussion about the concepts is depicted below.
1. The Acquisition of Language
    Language acquisition is one of the most captivating phenomena which has intrigued many linguists and psychologists to conduct research on the process of how children learn a language in their environment. For example, how they learn words and put them in meaningful sentences, and how they go on developing complex grammatical sentences. The end result of the process this "linguistic development" is commonly referred to as "language acquisition" and it actually contains grammatical rules which

enable children to speak and understand a language (Whan Chou and O''Grady, 1997:464 in Djonhar, 2012:3).

2. The main theories in Second Language Acquisition (SLA)
   Krashen's theory of second language acquisition consists of five main hypotheses (1988:30-31) namely:
   a. the Acquisition-Learning hypothesis,
   b. the Monitor hypothesis
   c. the Natural Order hypothesis,
   d. the Input hypothesis,
   e. and the Affective Filter hypothesis.

The Acquisition-Learning distinction is the most fundamental of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners.

According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen, the role of the monitor is - or should be - minor, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.

At the same time, Krashen also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge

(under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the 'monitor'.

The Natural Order hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987:139) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. Krashen however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

The Input hypothesis is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. So, the Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that *natural communicative input* is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.

Finally, the fifth hypothesis, the Affective Filter hypothesis, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

3. Speaking English Skills

   Definition of Speaking is the ability to speak a second or foreign language well is a very complex task if we try to understand the natural of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. As a result, speaking is one of the central elements of communication.

   Speaking is one factor that influences someone's ability in giving information orally. In order to make a conversation reaches the goals, the speaker must have the ability and skill to deliver information to someone else. It means that the speaker must understand well how to speak effectively so that someone else (interlocutor) can also get the information delivered by the speaker effectively. Richards and Renadya in Sinurat (2010:19) stated that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Therefore, this is the problem for Indonesian people especially students in learning English speaking skills.

4. English Community

   The term community has two distinct communicative meanings:
   a. Community usually refers to a social unit larger than a small village that shares common values. The term can also refer to the national community or international community, and,
   b. In biology, a community is a group of interacting living organisms sharing a populated environment. A community is a group or society, helping each other.

   In human communities, intent, belief, resources, preferences, needs, risks, and a number of other conditions may be present and common, affecting the identity of the participants and their degree of cohesiveness.

   Since the advent of the Internet, the concept of community has less geographical limitation, as people can now gather virtually in an online community and share common interests regardless of physical location. Prior to the internet, virtual communities (like social or academic organizations) were far more limited by the constraints of available communication and transportation technologies.

   The word "community" is derived from the Old French communité which is derived from the Latin communitas (cum, "with/together" + munus, "gift"), a broad term for fellowship or organized society. Some examples of community service are to help in church, tutoring, hospitals, etc.

   There are a variety of methods one can use to improve their English skills. Such methods can include learning from textbooks, reading newspapers

and magazines, listening to English music, watching English speaking television, and attending English learning classes. These are all great ways to improve your English skills; however, one effective method of improving your English skills is immersing yourself in an English speaking environment.

Research Method

Research method used in this research is qualitative. Qualitative research is a research that uses the natural background. This study used a naturalistic approach to its nature in seeking and finding phenomena in a particular contextual setting. In a qualitative study does not use the statistical analysis procedures. The study is based on an effort to build their views are examined in detail, formed with words, holistic and complex pictures.

According to the theory proposed by Arikunto (2006:129) in http://minardikitong.wordpress.com/2010/02/10/teknik-penelitian-kualitatif/, taken on January 15th 2013 at 9 PM, the data sources can be divided into two. If the respondent is used as a source, as a result, the tool is a questionnaire and if it is used observations, the data sources are immaterial, movable or process anything. According to Lofland and Lofland (1984:47) as cited by Moleong said that the main source of data in qualitative research is the words, and actions. To sum up, the data sources in this research are questionnaire and observations.

The research is conducted by distributing questionnaire and doing some interviews to few people who know the history of Kampung Inggris well and also some learners who are taking English course. The questionnaire is divided into two different sheets. The first sheet is distributed to English learners and the other one is distributed to local people in the area.

Research Findings

Based on the research findings, it can be concluded that *"Kampung Inggris"* is not an English community since not all local people in that region can use English as a daily language. It is proven that of 15 respondents taken from society only 5% can use English properly due to taking an English course before. On the other hand, 66.66% respondents can use English with limited English knowledge. Furthermore, Out of 35 respondents taken from learners taking an English course there, 53.65% uses Indonesian for their daily communication. To sum up, *"Kampung Inggris"* is not an English community which all society are able to use it for communication in their daily lives.

As mentioned in the previous chapter, there are some techniques implemented in English courses in Pare. The most effective way to master English is by having discussion or debating. It is based on the research findings that 54.54% learners chose that option. Besides, 48.83% likes using games when learning.

As a result, the most effective ways to master English are by having discussion or debating and providing games as a teaching media.

Dealing with English acquisition, 47.05% local people acquired it from school and 11.76% only obtained it from an English course. With the same percentage, 31.57%, they communicated in English for the first time from teachers and friends. It can be summarized that local people acquired English not from an English course but from a formal education-school.

C. CONCLUSION

This study investigates how to acquire English in Pare Kediri and what kind of technique is used to make learners speak English without any reluctance. From the results and discussions in the previous chapters, several conclusions can be drawn as follows:

Firstly, the study finds out that the learners and the community like and feel more confident using English when they always keep in touch with the English community around them, especially for the learners who learn English in Pare Kediri. There are more than 100 English courses in Pare. These English courses have some rules which have to be obeyed by the learners, and the English courses also have some techniques which make the learners are eager to use their English skills. The community (local people) around the courses are also tries to use English with the English learners in Pare even though the community gets speaking skills by listening the learners around them but the community always keeps in touch with the learners so they can speak English a little but they usually use it.

Secondly, based on the research findings, it can be concluded that *"Kampung Inggris"* is not an English community since not all local people in that region can use English as a daily language. Furthermore, the most effective ways to master English are by having discussion or debating and providing games as a teaching media. Finally, local people acquired English not from an English course but from a formal education-school.

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