



A NATURALISTIC STUDY: ENGLISH INSTRUCTION AT ENGLISH COURSE IN KAMPUNG INGGRIS

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Abstract: *This study intended to describe the English instruction at “Able & Final “English Course in Kampung Inggris Kediri, East Java. This study is naturalistic study that is using qualitative approach. The result of this study can be concluded into three components. Firstly, the English instruction “Able & Final “English Course in Kampung Inggris Kediri showed that it carried out well and success. It is indicated by good implementation from several supporting aspects in English language learning, such as (a) composing and implementation of curriculum, (b) learning material (c) learning instruction involves method, strategy, and approach, (d) recruitment and management of tutor, (e) recruitment and management of student, and (f) implementation and management of learning evaluation. Secondly, the management of language course at “Able & Final” English Course in Kampung Inggris – Kediri showed that it carried out well and has good management. It is indicated by professionally in managing and implementing the several aspects which support the teaching and learning process, such as (a) The tutors’ recruitment system, (b) The students’ recruitment system, (c) The learning facilities, (d) The monitoring and evaluation, and (e) The financial management. The third, the factors that influence the successful language learner in Kampung Inggris is viewed from internal factor such as self-motivation of students and the students’ learning strategy;and external factorsuch as learning opportunities, learning resources, and the quality of tutor.It can be concluded that the English instruction in Kampung Inggris gives different and good experience for the students in learning English.*

Keywords: *English course, Successful learner, Kampung Inggris*

INTRODUCTION

Education according to the Law of National Education System (2003:4) chapter 1 about public rule on first section is:

“Usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara”.

Education is the right and duty of all nation components; in this case the components include government, parents, and society. 1945 constitution section 31 first sentence (2002:17) says that every citizen deserve to get education, while Law of National Education System section 7, 8, and 9 (2003:9) says:

“Pasal 7 (1): orang tua berhak berperan serta dalam memilih satuan pendidikan dan memperoleh informasi tentang perkembangan pendidikan anaknya. (2): orang tua dari anak usia wajib belajar, berkewajiban memberikan pendidikan dasar kepada anaknya. Pasal 8: masyarakat berhak berperan serta dalam perencanaan, pelaksanaan, pengawasan, dan evaluasi program pendidikan. Pasal 9: masyarakat berkewajiban memberikan dukungan sumberdaya dalam penyelenggaraan pendidikan”.

Thereby, all nation components have a duty in educating nation life. In order to educate that nation life, the government held a National Education System which is entangling the participation of all nation components including family and society component.

Education development in Indonesia is developed through three educational systems, such as formal, non-formal and informal education. Formal Education includes education which is held in school. It has a settled position and clear level of education such as the basic, middle, until high education level. The certificate for each education level is admitted nationally and can be used as the requirement to continue to the higher level of education or it can be used to fulfill the requirement for getting a job. In short, formal education always becomes learner and parents` choice to improve their education requirement.

Non-formal education includes an education which is held by the citizen, while informal education is the education which is done in the family and environment in the form of independent activity. The government gives widely opportunity to the society to develop various forms and qualified education of informal and non-formal education. Nevertheless, most of the society considers that informal and non-formal education can answer some challenges and society needs which growth fast. This condition happens because non-formal bureaucracy system is shorter and more flexible rather than bureaucracy system of formal education. In fact, most of society will choose qualified non-formal education institute to fulfill their need beyond their need in formal education. Qualified non formal education institute is showed through some characteristic such as the ability to answer society`s need, can keep the enthusiasm of consumer, and can keep its existence for a long time.

Nowadays, most of students choose a course or an institution to add their knowledge. Therefore, the existence of course in many cities and many learners who feel that they need to add their studying time in the course show that societies need a course. According to the Law of National Education System section 26, a course is an institute of which has function as an adder or complement of formal education.

In this research, English course will be discussed deeply to know about its development. In Indonesia, the development of English course is fast because all life aspects need the ability of English. The ability of English is not only needed by the students to continue to the higher education level as consequence from government policy that English become one of the subjects in the National Education with determined score standard, but also it is needed in others life aspects such as in applying a job or getting scholarship that is commonly shown by determined TOEFL score. Based on this situation, English course as non-formal education is very needed by the society to fulfill their need in improving their English competence.

METHOD

1. Research Methodology

This study is naturalistic study by using qualitative approach. This research was carried out at “Able & Final” English Course in *Kampung Inggris, Kediri*. The data in this research was collected in form of information about English instruction at “Able & Final” English course – Kediri. All data are in form of statement which is taken from 3 resources such as informants, Phenomenon, and documents or archives.

FINDINGS

1. Indicators the success of English course in *Kampung Inggris, Kediri* Ability of students in expressing the idea in form of written and spoken communication

The successful students can be analyzed through their ability in using English as tool for communication. Students are able in performing either passive or active communication in various communication activities. “Able & Final” English course is considered as a course which had successfully developed a model of English teaching which really concern on students’ need in English learning. At “Able & Final” English course, the students have widely opportunity in using English as tool for communication. Students could express their intent and desire in writing form through the print media, such as bulletin board and newsletter, or spoken communication form through directly interaction with other community such as tutor and students at “Able & Final” English course.

Learning objectives in “Able & Final” English course are in line with the functional learning objectives which it emphasize the students communication skills in forms of verbal and written communication. Learning activities is directed to other skills that support students' communication skills. This objective is closely related to the goals of the students in genera when they are deciding to learn English in *Kampung Inggris*. The ability to communicate is still regarded as difficult skill, especially in Indonesia where English is still a foreign language. Therefore, it needs model and adequate the linguistic environment as training place of students in speaking English.

In speaking program, students are given a very broad opportunity to use English. It made the learning climate as effectively as possible to

invite students to practice speaking using English. In this case, the teaching and learning strategies influence the formation of climate. Teaching and learning strategies that are often used are debate, dialogue, discussion in pairs, and presentation. More and more students practice and be given the broad opportunity, therefore the functional English language learning objectives can be realized. The theory of functional language is more appropriate to say that language is seen as something relating to what can be done or acted with the language (functions) or with regard to what meaning is expressed through languages (notions), but instead related with grains of language, Purwo (1988:232).

With the opportunities and experiences using the target language that is big enough, the students can master the English language is good and right is relatively easy and natural. Views and beliefs about the institution of English language teaching and how should it be done, it has been believed for a long time and implemented in a variety of learning activities and providing a conducive environment language.

2. Factors that influence the success of English instruction in *Kampung Inggris, Kediri*

a. The availability of conducive language environment both formal (at class and study club) and non-formal (English camp)

Linguistic environment is one factor that contributed to the success of teaching English as a second or foreign language. Linguistic environment is strongly associated with the wisdom of an educational institution or even the government of the language itself, whether the language is expressed as a first language, second language or foreign language. That policy became something very important and strategic that can determine how far the language is used as a communication tool, and how language is learned in school. In "Able & Final" English course, linguistic environment is defined as an environment that allows students to have opportunity in using English as a communication tool.

This view suggests that the linguistic environment is not a factor of linguistic factors, but leads to nonlinguistic factors that are influenced by social, economic and political. This view is also significant that the linguistic environment relates to the role of other languages are

contained in a group of people whether as a first language, second, or foreign (Olstain Dubin, 1986: 7-8). In the "Able & Final" English course, English can be considered as a second language because the language is used students in a variety of communication in daily activities during their stay within English camp. The English camp is deliberately created in such a way in order the students do not have the opportunity to use other languages as a communication tool except English. All activities experienced by students, both inside and outside the classroom, conducted in English.

In the "Able & Final" English course, linguistic environment can be divided into two such as formal linguistic environment and informal linguistic environment. Formal linguistic environment is even known as formal language instruction which occurs in classrooms. In contrast, informal linguistic environments can happen at both in the classroom and outside the classroom. It is more giving opportunities to students to communicate with the target language naturally rather than understanding the structure of language (Huda, 1999:18). Formal linguistic environment in "Able & Final" English course includes some environments, such as in a morning class; in the afternoon class; in courses or English clubs, and in a speech training activities. English language learning activities are planned and deliberate through the use of curriculum and scheduling. Formal process occurs because it is done through a planning and program which is concern on formality aspect of language or structure of language. Students are only given very little opportunity to use the target language in real communicative situation. They tend to be less or even no experience, which means how to use that language in accordance with the actual context.

It is different with the formal linguistic environment, the "Able & Final" English course as informal linguistic environment is covering a variety of situations outside the classroom in the morning and afternoon, such as the situation at the time of learning together in a room, on the sports field, in the kitchen, and others. In the linguistic environment, the process of learning English does not planned and deliberated. This process occurs because the entire life activity that involves interaction communicative carried out using the English language; therefore the

students have widely opportunity to use English in everyday life. Ellis (1999:214) termed the informal linguistic environments are characterized by an ongoing process of unplanned and unintentional language learning or toward actual communicative interaction in terms of natural background, while the formal linguistic environment use educational situation.

Realizing how important the role of linguistic environment in the teaching of English which aims to develop students' communicative ability, "Able & Final" English course tries to combine the formal environment with an informal environment so as to create an environment that is conducive for students to master the English language in a communicative way. The combination of both these environments, it is not contras to the Nunan opinion (1991: 173) which says that the students have the ability to use English communicatively, English language teaching conducted in the classroom or on formal linguistic environment must be accompanied and supported by the involvement of all students within the context of real communication or informal linguistic environments.

b. Application of discipline in language

Beside the existence of conducive linguistic environment, the other factor which influenced the success of language learning at "Able & Final" English course is application of discipline in language. Application of discipline in English language also has a strategic role in the teaching of English. Application of discipline in language required all students to use English as a tool for daily communication. Discipline in English language must be supported by a conducive language environment. This environment intentionally created to provide the opportunity for students to use English. Therefore, the existence of conducive language environment or discipline in language is inseparable between each other.

The enforcement of English discipline is done through binding rules for all students at "Able & Final" English course to use English as a communication tool. Wherever students are, at any time communicate with the students, and students communicate with anyone, use of English in communication is a must. If students do not use English, they

will get punishment in the form of linguistic tasks or duties of enforcement discipline language.

Enforcement of discipline in language at the "Able & Final" English camp considered relatively successful because the very supportive environment is provided to support the application discipline in language. With the creation of such conditions, students are constantly trying to use English as a communication tool to form a habit of speaking English. Thus, it can be said that the use of English as a daily communication tool for all students therefore the habit is generated by the application of discipline in language and the availability the conducive linguistic environment.

Cotton (2001:2) defines discipline as the enforcement of certain rules in order to deliver certain desired behaviors together. Enforcement of discipline language must be accompanied by awareness of discipline-speaking students so that enforcement can be done well. So the purpose of enforcing discipline in language at the "Able & final" English course can be achieved. In general, students who learn English in the English village already have the internal motivation to improve their English language skills, so that the enforcement of discipline language that did not have the significant obstacles in the process of implementation.

c. Attention to the several aspects in learning, such as cognitive, affective, and social

Activities of English learning at the "Able & Final" English course is built on three aspects of learning, such as aspects of cognitive, emotional, and social. The three aspects have a considerable influence in determining the success of student and it became interesting topic which later became the basic in making programs, approaches, and models of learning. One of the several things that benefit the non-formal institution developer is the freedom in determining the objectivity of the learning process. In this case, the tutor tries to provide an interesting learning process which is different with learning process of formal school in general.

Attention to cognitive aspects of students, it is in line with the theory that considers every individual with all the cognitive abilities is as an active and creative which able to manage the input from outside well.

The theory above becomes basic theory for English language learning in the "Able & Final" English course, because it stimulates the students to be actively participated in the learning process. For example in learning speaking, students are required to be able to speak and present the results of learning in front of their friends by using English language. In such a learning strategy not only invites the students to think but also invite them to act creative and active in teaching and learning process.

In addition, the English camp has routine activities such as memorizing vocabulary, memorizing idioms, memorizing short expression, listening, pronunciation, and grammar. In the learning process, the grammar lesson is taught by using inductive and deductive technique. Where in the inductive technique, language grammar of English is not taught directly, but it taught by giving the example with the intention in order the students analyzed the rules of the English language. However, if the student is considered difficult to understand the lesson, the tutor changes the model into deductive model, whereby the tutor gives the students a description of grammatical in context. After that, students are asked to make sentences with the context of each language being taught. In this process, the theory of cognitivism is properly addressed by the "Able & Final" English Course. The forms of these activities can be regarded as the application of creative constructive hypothesis (M. Lightbown and SPADA, 1993:26) or directional principle creativity (Nunan, 1991:233) which is application of cognitivism learning theory.

Besides cognitive aspects, affective aspect of student is also noted by the "Able & Final" English course. The activity on affective aspect involves such activity in emphasizing attention to students' interest in learning, differences in students, and treating the students as a whole person. Attention to this aspects is a form of humanism from application of learning theory that views students as whole human beings who are physically, intellectually, and emotionally able to develop the capability themselves actively to the process of expected change (Brumfit, 1985:79). Besides that, every individual needs a warm treatment, loving, respectful, and awards from other person in order they able to develop in

accordance with their potential optimally (Carison and Burhan, 1997:473).

Application of learning theory can be seen through the way how the tutors play their roles, both in class and outside class. Tutor in the "Able & Final" English course is obtaining as a model, facilitator, and motivator. As a model, tutor in "Able & Final" English course always gives the example to the students about how to use English as a communication tool. With the example that is given by tutors, the students is expected be motivated to follow using English as a communication tool.

Tutor model as a motivator can be seen from the treatment given to students at the "Able & Final" English Course, where the tutors always give some motivation words in every process of learning. The tutors are kept - going to give advice which it may encourage the students to learn English, and it was very influence in the growth the positive attitudes and motivation of students. In addition, to maintain the attitude, interest, and motivation of students, the tutors often avoid the degrading treatment of students. Therefore, correcting errors in students' language, tutors are always trying to show where the error was made and giving the treatment without blaming the students.

Application model tutor is associated with the application of the model tutor as facilitator. Tutor in the "Able & Final" English course serves as facilitator of students in learning, it has purpose in order the students can do consult freely about their English learning difficulties, for example on the application of discipline in language which students are required to use English in their daily communication. Some obstacles are often encountered the lack of knowledge about the new vocabulary in English so that students need a tutor to ask. Familial attitudes also help the application of this tutor model. Between tutors and students understood and cooperated each other in applying the process of English learning at the "Able & Final" English course.

Hence, related to association between teacher's role as a model, motivator, and facilitator with humanism learning theory, Nunan (1991:234) says that if affective factors of students, such as attitude, motivation, and interest in accordance with availability of conducive

learning environments, the successful in English language teaching can be realized.

In addition to learning the theory of cognitivism and humanism, in view of tutors in the "Able & Final" English course, the successful English language teaching will be realized when it is supported by the availability of language environment, enforcement of discipline in speaking, and giving ample opportunity to students to use English. The opinion suggests the importance of environmental aspects and customs in English language teaching. This view is not contrary to learning theory of behaviorism. Establishment of English camp becomes a place to live for students while they are studying English in *Kampung Inggris*. It is covered the need of students which associated with the application of behaviorism learning theory where the activities include enforcement of language disciplines, providing widely opportunity to use English, and can be as an availability of linguistic environment. It relates to the opinion of McCombs (2001:231), he said that the perception of conducive learning environment and interpersonal relationships with the teachers is important factors that strengthen the motivation and student achievement.

d. The use of integrative between functional language theory with cognitive, behaviorism, and humanism learning theory

In relation with the theory of language, "Able & Final" English course believe that English considered as the international communication tool that is used by society at large in form of oral and written communication activities. English, in this case, viewed from the side of the communicative functions of language is used to convey the ideas, intentions, and feelings of one person to another. The opinion is consistent with the theory of functional language that sees language as a tool that is used to express the communicative functions of language which are more influenced by the situation or context in the event of communication (Halliday, 1978:18). Affirming the substance of the theory of functional languages, Purwo (1988:232) says that "*bahasa lebih tepat dilihat sebagai sesuatu yang berkenaan dengan apa yang dapat dilakukan atau ditindakan dengan bahasa (fungsi) atau berkenaan dengan makna apa yang*

dapat diungkapkan melalui bahasa (nosi), tetapi bukannya berkenaan dengan butir-butir bahasa”.

As for relating to the theory of language, “Able & Final” English course believes that in carrying out the activities in learning English needed several important aspects, such as cognitive, emotional, and social development. In addition, these three aspects in carrying out activities to learn English also had created the supporting environment, enforcement of discipline language, and the provision of handbooks and other learning facilities. The attention to the cognitive aspects of student is of course in line with cognitivism learning theory. Cognitivism learning theory views individuals through cognitive ability as someone who actively and creatively manages all the input from outside by themselves.

Form of learning English in the “Able&Final” English course that applies cognitivist learning theory is an explanation of new vocabulary and language rules.

Generally, the learning English in the classroom and English camp are usually two ways in use such as induction and deduction technique. Through the induction technique, the tutor did not explain the difficult words or new grammar which is found in the student textbook, but asks for the students firstly to provide an understanding based on the vocabulary and grammatical context which it appears. If it does not work, the tutors usually use the deduction technique. After the teacher explains the meaning of difficult vocabulary or new grammar rules, students are given the opportunity to provide examples of sentences using the vocabulary and grammatical rules. The technique encourages students to use the cognitive ability to produce the forms of creative language in a variety of communicative interaction. The forms of these activities can be regarded as the application of creative construction hypothesis (M. Litghtbown, 1993:26) or directional creativity rule (Nunan, 1991:233) which is the application of the theory of cognitivism language learning.

In addition to cognitive aspect, the affective aspects of students were also noted by the “Able & Final” English course. Attention to emotional or affective aspects of student is found by some opinion that

emphasizes the attention toward students' interest in learning; differences in children; and treatment of children as wholly human. Attention to aspects of it is a form of application of the theory of humanism which views language learning students as whole human beings who are physically, intellectually, and emotionally able to develop the capability themselves actively to the process of change expected (Brumfit, 1985:79). In addition, each individual requires treatment of a warm, loving, respectful, and awards from other parties to be able to develop optimally in accordance with its potential (Carlson and Buskit, 1997:473).

Application of learning theory can be seen through the way how teachers play their roles, both in the classroom and outside the classroom. The teachers in the "Able&Final" English course always act as a model that gives an example to the students how to use English as a communication tool. With the example given the student teachers feel compelled and motivated to follow or imitate how to use English as a communication tool. Strengthening the example given, the English teachers continually provide advice that can encourage students to learn English, and it was very influential in the growth of students' positive attitude towards learning English and their motivation. In addition, to maintain the attitude, interest, and students' motivation remained high, teachers often avoid giving students degrading treatment. Therefore, correcting errors in language learner, the teachers always try to show where the mistakes are made, and avoid treatments that tend to blame the students. What the above shows just how important affective aspects of language learning. According to Nunan (1991:234) if the affective factors, such as attitude, motivation and well-considered interest in accordance with the available learning environment, a successful English language teaching can be realized.

In addition, the learning theory of cognitivism and humanism, in view of the tutor at "Able & Final" English course, good English language teaching will be realized when it is supported by the provision of linguistic environment, enforcement of discipline in language, and giving widely opportunity for students to use the target language. The opinion above suggests the importance of environment and habits

aspects in the English teaching, which does not contrast with the theory of behaviorism language learning. The form of learning English at the "Able & Final" English course which apply the learning theory is conditioning, drilling, and discovery learning or trial and error. Exercises can be found on the activities introducing new vocabulary and speech recognition of English language which conducted by tutor after finished praying *subuh*. In the activities of introducing new vocabulary and repeatedly speech is followed simultaneously by all students. Repetition is considered enough if the student has to pronounce new vocabulary and new speech accordance to the correct rules. After that, tutor also explained the meaning of language and how to use it through examples which is provided by students or sentence that has been prepared, and sometimes the tutor asks to the students to provide examples of sentences using the vocabulary and speech-speech that has been introduced.

e. The availability of handbook of learning and others supporting language learning facilities

In the process of English language teaching and learning activities, "Able & Final" English course prepares its own manual media for each program. This handbook was compiled based on the type and level on each program. It means that the material will be taught easily to be understood. The handbook has been prepared for a period of one month of learning for two times of main class and one time of study club. Inside is equipped with a variety of exercises so that students can try themselves to develop their own English language skills. The speaking module, the themes presented is the themes which are close to daily life. It means that students had no trouble in finding the ideas, opinions, and discussion to be discussed. With the selection of the themes which are simple and close to daily life, it gives stimuli to the students to express their ideas and opinions into verbal communication. Therefore, in addition to the books that have been provided by the "Able & Final" English course, some supporting books are also recommended by the tutor to be as additional lesson materials which able to purchase by students around *Kampung Inggris*.

To support the needs of students in learning English, “Able & Final” English course utilize many authentic learning materials that are taken from text book, the English-language articles from the Internet, CD lessons, tapes and video. Through authentic materials, the students have a great opportunity to gain the experience using the target language in accordance with the actual context of use (Harmer, 1991:187).

In addition, teaching materials is one very important part in the activities of language teaching. Therefore teaching materials should be prepared in such a way in order it could be as major role as a supporter of teaching and learning. To play that role, teaching materials that is used in learning activities not only in the form of handouts or books text, but also it includes everything that can be used to facilitate learning activities by teachers and students. Moreover it takes advantage of the teacher to give experiences for the students how to use the target language appropriately. Tutor in the “Able & Final” English course usually uses cassettes, videos, English articles from the internet as learning material for group discussion or other learning activities. It is in line with Tomlinson (1998:2) opinion; he says that “it could obviously be cassettes materials, videos, CD-room, dictionaries, grammar books, readers, workbooks, photocopied or exercise. They could also some newspaper, the instruction given by a teacher, tasks written on cards or discussion between learners”.

DISCUSSION

1. Actively joint and be motivated of the students in following the English instruction

One of several things that are not less important to achieve the success in English learning is the tutors’ role in organizing the class become an interesting class when the process of English learning and teaching in progress. English teaching is required of certain techniques for students in order they can followed given lessons actively. Interactive learning will make students love to learn English. Therefore, the tutors in the “Able & Final” English course are trying to create an atmosphere of active and interactive class.

The process of learning in “Able & Final” English course divided into learning process on inside and outside the classroom. The process of learning in the classroom uses two models of learning such as students - centered and teacher-centered model and those models divided into two activities such as main class and study club. The learning process on main class tends using teacher-centered model because it has purpose to deliver material maximally. Main classes held two times for each day with the time according to the schedule of program. Although its implementation use teacher - centered model, the students are still given time to discuss with tutors related to the material taught during the learning season or the final season on the main class.

Teacher - centered model has meaning everything the preparation related to learning process at classroom is held by the tutor. In this model, the tutor is as instrumental in providing teaching materials for students. In this case, there are three common reasons for conducting teacher - centered model such as creating behavioral objectives (behavior), analyzing the instructional duties, and arranging taxonomy. In essence, teacher-centered learning model requires a professional tutor to provide extra instruction because the tutor has bigger role for the smooth process of teaching and learning in the classroom.

Direct instruction is teacher-centered model to the control and structured guidance which is defined by tutors such as teachers' high expectations for student progress, spending time maximally to the students in complete the academic tasks, and the efforts of tutors to minimize the negative impact on his students (Joyce & Weil, 1996). In this case, many teacher-centered strategies reflect direct instruction where tutors train the students to the new material, teaching, and explaining and demonstrating, asking and discussing, mastering the learning assignments in class and finishing the homework.

Besides the main class, study club is another learning process at “Able & Final” English course. It tends using tends using learner - centered models. The activities at the study club is even used in working on practicing questions relating to provided materials in the main class or it discuss the task. In here, the tutor acts only as facilitator of learning for the students. Therefore, who play an active role in learning process

are the students not the teacher. McCombs, 2001, (McComb & Quiat, 2001) defines learner - centered instruction and planning are classes that emphasize active and reflective learning. In a study, student perceptions of learning environment and positive interpersonal relationship with teachers are the most important factor that strengthens the motivation and learning achievement of student

The collaboration between teacher - centered and student - centered learning models make the learning process in the "Able & Final" English course is meaningful. Moreover it is supported by the role of tutor and familial climate this makes learning process in the "Able & Final" English course to be familiar. Therefore, the condition was created make the students seen active and motivated in following the English learning process at "Able & Final" English course.

2. The increase of students' frequency in using English in form of written and spoken communication

Another factor that indicates the success of the learning process at the "Able & Final" English course is shown by increasingly the usage frequency of English both in oral and written communication. "Able & Final" English course enforces the usage of English and Indonesian languages on a scale of fifty and fifty English Indonesian for the first week. It is intended for students do not experience culture shock in order they can adjust gradually. Whereas the students are required using English as tool for communication. If these rules are violated, the students will receive an academic punishment has been provided by tutors such as tasks, or memorizing a new vocabulary.

In general, students have started using English as a whole during the second week even though their use of English which has not noticed the principle of language. Nevertheless, the positive impact that the researcher can see the presence of this language discipline is to develop a sense of daring students to practice at camp, minimize embarrassment, foster students' confidence, as well as other constraints in practice the English language in oral communication. Generally the students who learn English in the *Kampung Inggris* are they already have higher education, the college students, or at least junior high school students.

Therefore, at least they already have provision to communicate using English language, which it must be grown is the environment, habituation, and growth self-confidence of students.

While the increasing the usage frequency of English language in writing which the researcher observed in students daily activities at "Able & Final" English course. Activities that can be observed is some activity that uses communication written communication such as sending text messages, status updates on social networks, writes the blog diary booked or that they have. In sending a text message, especially with friends who are considered to communicate using English, or at least with friends who are English learning together in the village. The use of the English language in written communication activity becomes interested students and provide for their own pride. This interest can be seen in written communications in their social networks. These differences will be seen at the time before we learn language in the "Able & Final" English course to learn English after the "Able & Final" English course. Before you learn English in the English village, especially in the "Able & Final" English course, there is some reluctance to use English in verbal communication, for fear of wrong. After studying and living in The English village English, written communication activities to be taken if possible then to use English.

From the above explanation can be concluded that the self-confidence supported by the students' interest have a positive effect on the use of the English language in spoken and written communication students. The increasing English usage in spoken and written communication is strongly associated with self-confidence and interest students of English. Confidence and interest is including into the psychological factors that affect student success as indicated by the increasing frequency of use of English language students in oral or written communication.

3. Enjoy and enthusiastic of students in following the English instruction

Good teaching is when students not only as objects but as subjects of the teaching process. Thus, students will become active, not passive so that

students will feel comfortable in following the teaching-learning process and ideology of the tutor explanation. To embody this needed flair and creativity of teachers by way of designing learning models so that students feel enjoy and enjoy the offerings presented by the teacher without feeling bored and restrains. One way to improve student learning is to utilize the medium of learning. By utilizing the media in the classroom teaching and learning process becomes interesting and fun, this is different from conventional approaches that rely solely on lecture.

There are many benefits if the tutors will make use of learning media. In general, the benefit of media in the learning process creates smooth interaction between tutors and students so that learning will be more effective and efficient. But typically there are several benefits of media that will be explained in more detail by Dayton (1985), he identifies some of the benefits of learning media in the delivery of lessons to be uniform, the learning process becomes more clear and interesting, the learning process becomes interactive, efficiency in time and energy, improve the quality of student learning outcomes, readiness enables the learning process can be done anytime and anywhere, the media can foster a positive attitude to learn, and learning processes become more attractive and clear, With the use of appropriate and interesting media, makes students feel comfortable in following the teaching-learning process English language in the "Able & Final" English course.

Besides the utilization of media, others factor which influences the students' enthusiasm in English learning is good classroom management. According Amatembun (in Supriyanto, 1991:22), "classroom management is the effort made by teachers in creating and well maintaining in developing motivation to achieve those objectives." While according to Usman (2003:97) "Effective classroom management is an absolute prerequisite for the occurrence of effective teaching and learning process." Management is seen as one aspect of learning the basic operation of the system, among many kinds of tasks in the class tutor.

Based on the description above, the very basic classroom management is held by the tutor. Tutor has obligation in managing classroom behavior activities include students in the classroom, creating a socio-emotional climate and manage the group process, so that the

success of teachers in creating enabling conditions, indicators of teaching and learning process takes place effectively.

CONCLUSION

According to the research finding about English Instruction at "Able & Final" English Course in Kampung Inggris - Kediri, it can be summed up that English Instruction at "Able & Final" English Course in Kampung Inggris - Kediri run well and successfully. According to the research finding about management of language course at "Able & Final" English Course in Kampung Inggris - Kediri, it can be concluded that the management of language course at "Able & Final" English Course in Kampung Inggris - Kediri is considered has good management. It is indicated by there are professionally in managing and implementing the several aspects in learning which support the teaching and learning process, such as (a) The tutors' recruitment system; (b) The students' recruitment system; (c) The learning facilities; (d) The monitoring and evaluation; and (e) The financial management. The result of the research about the factors that influence successful language learner in Kampung Inggris viewed two factors, internal factor and external factor. Internal factors consist of two aspects such as self-motivation of students and the learning strategy. While for external factor consist of three aspects such as learning opportunities, learning resources, and the quality of tutor.

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